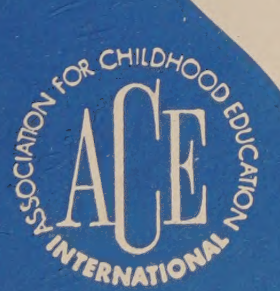
Childhood Education

Teaching—
Its Challenges and Satisfactions



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For Those Concerned with Children 2-12

To Stimulate Thinking Rather Than Advocate Fixed Practices

Childhood Education

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Drawn by Barbara Cooney for "The American Speller" (Crowell)

The Great American Epic

By AGNES SNYDER

The snow is falling; from my window I can see
The schoolhouse with the Stars and Stripes above it.
How gallantly the flag resists the wind!

How clearly gleam the red, the blue, the white
Through snow that would be-dim them!
Dreamily I recall the years when I, a teacher,
Buffeted snow and wind on my way to children in a schoolhouse.

In the beginning I did not want to teach.
I had my youthful dreams of self-fulfillment
In many fields—both in the sciences and the arts—
And maddest of them all I hoped some day to write
THE GREAT AMERICAN EPIC!
Then why a teacher? To tell the truth, to earn a living
Some way related to my dreams.
How grim those early teaching years!
Little satisfaction was there; instead, on many a night
Tears I wept, frustrated by the failures of the day.

One day in a bleak schoolyard at recess a little child spoke to me timidly:
"You smell nice; I like you."
This was my first satisfaction, and I asked myself,
"Do I like *them*—smells and all?"
That day I learned that loving and being loved
Was a precious thing that teaching brings.

Another day a student sat and, sobbing, spoke her shame to me.
How could she tell her mother? Her father? What would he say—
and do?
That day I learned the sweet sad gift compassion brings.
But the day the young lad came crying in his righteous wrath,
"It isn't fair! It isn't fair!"
And spoke of injustice not to himself but to another
Then knew I wherein the deepest satisfaction lies—
That through the children whom we teach, and their children, on and on,
If we but keep the faith that flag above the schoolhouse spells
And live it in our classrooms,
Then freedom and justice must prevail.

The snow still falls; the wind still blows;
While the flag still battles both;
And the peace of profound fulfillment now is mine.
My youthful dream was not so mad. We the teachers
In love and compassion eternally write
THE GREAT AMERICAN EPIC!

Agnes Snyder is professor emeritus, Adelphi College, Garden City, New York.

By ARCHIBALD B. SHAW

Teaching's a Many-Splendored Thing

Archibald B. Shaw, editor, OVERVIEW, a magazine for all educational executives, writes about the many facets of teaching.

TEACHING IS A JEWEL OF MANY FACETS in many planes. It's more than can be pictured in two or even three dimensions. Its sparkle comes from at least six facets.

The *first* facet tells about kinds of teachers. In the *second* we see some prerequisites to effective teaching. The *third* reflects the steps in the teaching process. The *fourth* sorts out teaching-learning tasks needed. The *fifth* sparkles with what happens to the growing teacher. The *sixth* pictures teaching as a profession.

Facet One—Kinds of Teachers

There is the teacher who focuses on the learner and figuratively stands face to face with the child, watching every move. This teacher is overconcerned—the classroom carbon copy of the over-possessive parent who stands in the way of the youngster learning. He seems to get satisfactions from every change in expression and every evidence of warm dependency that the child exhibits. Teachers at every level from nursery school through graduate school show some of these characteristics. They claim that they are interested only in teaching children. What they mean is that *they get some sort of vicarious pleasure in their dominance over the learner.*

Another teacher, more often with older students but also found in elementary schools, is just as obstructive and immature. This is the teacher who focuses on the subject, who delights in working with arithmetic and in showing his superiority. He figuratively stands with his back to children, leading them through paths which seem to comfort him. A few keep up, panting, in his footsteps. Others fail to match his stride, fall back, or wander from the path, and are chided or failed. This teacher fails more children than even the report cards betray. He is apt to glory in his head-start on the students and *get satisfactions from his subject.* Where else could such a one be so superior to those around him?

The mature, supportive yet stimulating teacher is concerned with the learner but values his independence. He stands shoulder to shoulder with the student, not holding him on a leash, but subtly bound by the explorer-guide relationship. His serenity and patience give the child courage to make little exploratory side excursions, even to involve the teacher in hack-

ing out new trails. Yet his sense of purpose and contagious enthusiasm move children forward. *His satisfactions are both in the pleasure and profit of the learner and in the glory of shared discoveries.*

We don't know who is the superior teacher. Our strong hunch is that he is the one just described. Evidence will be found in this shared attitude of exploration, of mutual delight in discovery and learning. Mary Ellen Chase said, looking back on a long rich teaching career, that in the classroom of the good teacher, there is no division of teacher, subject matter and students. The students are caught up with the teacher in a common ownership of that which he is interpreting and re-creating both for them and himself.

We know that in the good classroom with this kind of teacher, any failure is mutual. Mutual efforts are made to find out reasons for failure and to remove causes.

Facet Two—Prerequisites to Effective Teaching

There are professional prerequisites to effective teaching. Generally, a qualified teacher must have progressed in knowing how children grow and develop and how they learn; understanding objectives of learning; getting a wide acquaintance with a variety of learning experiences and materials relevant to objectives and appropriate to characteristics of the learners. These are learnable and proper professional preparations.

Another prerequisite is teaching itself —*not* just a learnable stereotype of teaching. To be effective the teacher must know as much as possible about the individual learner—his learning processes, his aptitudes, his interests, his objectives and needs, the experiences which are most relevant to him at his stage.

Teaching and learning can and often do take place without that kind of preparation. It is self evident that effective relevant learning on the part of a child requires this planned and deep acquaintance with his needs.

The prepared teacher has found out all he can about the youngster from his records of achievement, other testing and anecdotal records. This teacher gets acquainted with the child as a person, his family, his segment of the community, his hopes and aspirations.

Facet Three— The Teaching Process

Do you remember when we had to learn this formula for teaching: Test-Teach-Test-Teach-Test? This was the product of the psychology based on the stimulus-response understanding. It still has merit, particularly when it is applied to acquisition of skills. However, it tells us little about the more difficult and important processes.

Assuming the teacher is professionally prepared, we see the teaching process as including these essential steps:

Select the most appropriate and relevant experiences for the child.

Bring the "ready" child and the relevant experiences together.

Help make the experiences vivid.

Help the child distill the essence of his experiences.

Help him discover what he has learned and build it into his total experience or learning (integrate).

Well-informed teachers will understand experiences to mean a reader, a

chart containing children's own ideas, a newspaper clipping, an interview with the crossing patrolman, or a film about other community workers. Reading is an experience. So is looking at pictures or films. So are those activities which involve *more than* looking and hearing.

Bringing the child and the experience together involves careful planning of and control over the setting. Good teachers are concerned about attractive and stimulating atmosphere which is healthful in its seating, lighting and other physical arrangements, secure in its emotional atmosphere, and stimulating in its challenge to curiosity and the desire to learn.[1]

These steps give us clues as to why we are uncomfortable about machine teaching or television teaching—or even class lectures. Such ways of teaching are based on a general knowledge of what's good for many children at a certain age or stage. They may be effective in making vivid the given experience. They may tell and underline the essence. But by remote programmed control it is hard to help the learner build the new learning into his own experience, just as it is hard to select that experience for which the youngster is ready and which is relevant to him. These kinds of teaching work in about the same degree as the new teacher's manual which comes with the new reading system. They work fairly well *but really fit no single individual.*

Teaching is a process, in part. The wise teacher may find a better description of the steps which fit his own teaching. An understanding of the process of teaching is surely as important as the process of learning.

[1] See *Space, Arrangement, Beauty in School* (Washington, D. C.: Association for Childhood Education International, 1958).

Facet Four— Teaching-Learning Tasks

The teaching-learning task is also a many-sided one.

An important teaching-learning task is helping youngsters to discover themselves, to acquire constructive and satisfying identities, and to find ways of expressing themselves. This kind of teaching proceeds from what's inside the child rather than what we think he ought to learn.

We must help youngsters discover the group — family, community, nation, world—and to find effective and satisfying ways of expressing their concern and exercising their responsibility for the welfare of the group. Fine teachers tell us that in the first and second years of school they spend more than half their time helping youngsters learn how to live with and for their fellows, learning group disciplines and group satisfactions.

A distinct and important teaching task is to help youngsters discover or create new and significant ways of knowing, seeing and doing. This is usually what we mean when we talk about creative thinking and action. Youngsters are helped to discover new relationships, to move knowledge forward, to enrich the culture. Scientific discovery shares with the great literary, graphic and musical arts this one characteristic: perceiving new relationships, seeing things in a new way. We don't know much about how to build this kind of creativity. We *do* know that the skilled teacher, knowing the child well and respecting deeply the individuality of the youngster, will recognize and encourage this kind of creative thinking and acting, regardless of how it may disturb the daily routine.

These teaching-learning tasks make enough of a list to put in perspective the

uninformed pressures for "back to the fundamentals." All seem to be fundamental in the development of healthy contributing members of our society.

Facet Five— The Growing Teacher

In the mirror of this aspect of teaching we see the teacher as a person himself enriched, his understandings deepened. As he learns more about children and their learning processes, as he watches the changes in children, as he learns and understands more about people, so he comes to a steadily improved understanding of himself.

People in few occupations have the opportunity or challenge to growth into rich maturity that comes to a teacher in his everyday tasks.

This teacher uses as a measure of his own growth the things he hopes and expects to help grow in children. If he finds that diet and rest and variety of tasks are important for youngsters, he applies those standards to his own life. And as he helps children to outgrow selfishness, bickering, self-centeredness and the other human immaturities, he can get great insight into his own growth needs. How hard it is to practice what we preach! But how rewarding to apply to our own development some of our insights painfully acquired as we work with children.

Facet Six— Teaching as a Profession

No matter that it is fashionable to speak of teaching as a vocation—we do aspire to teaching as a profession. The truly effective teacher has been called to the task; he is constantly called and recalled.

We are seeing teaching more and more as a profession. Some of the unmistakable signs of professional status are in the everlasting *urge to do better, to learn more, to share what we know, to acknowledge our present limitations* while working to break through them. The growth of such mutually supporting and stimulating organizations as the Association for Childhood Education International gives evidence of this.

Calm and poise in the face of shrill and conflicting claims as to what constitutes good teaching are characteristics of a professional. Our obligation to others who are struggling with the same problems as we; our dedication to the expansion of knowledge about children and how they learn, about teaching and how it is most effective—these show the way to a profession.

The professional does not exclude the proper concern for himself. However, he does guarantee that as he works with his colleagues to get more resources, higher salaries and better working conditions, *he is primarily motivated by a deep concern for children in a bewildering society and an unforeseeable future.*

Sometimes the call to teaching gets weak. Sometimes the distance to true professionalism seems terrifying. But as we look at the many facets of teaching, we can constantly be assured that teaching is a vocation, a testing task and a noble profession.

Ed. note: Space does not permit including the author's fine presentation of *planning, executing of plans and evaluating* involved in teaching. This facet would constitute an entire article.

By HELMUT HOFMANN

Research—The Teacher's Tool

Jean: Betty, I have often wondered about all these claims and theories which the "experts" emphasize when they talk to us about children. You know—how they learn and why we teach. They seem to make all kinds of statements and if one questions what they say, they have the magic formula: "Research says" . . . And there you are. When I hear this, I become frightened by the idea that there is something beyond my intelligence which I cannot completely grasp. They proclaim things which I find difficult to relate to my classroom and to my daily work with children. I heard one professor say that research can be a tool for a teacher like me. I still wonder whether he was serious. Honestly, I don't think I could use this tool effectively.

Betty: Well, Jean, don't belittle your ability. I think I would agree with the professor. My experience has taught me that research or study (if you want to put it that way) can be very useful to all classroom teachers. There is no valid reason why we should consider it a "Utopia floating on clouds" and reserved only for the "expert."

Jean: Hold on, dear. Do you really mean to tell me that I also could do research and that it would provide me with valuable insights that would help me in understanding how children learn? Wouldn't I need a considerable amount of special courses and experience before I could start doing research?

Betty: Before you raise too many questions, let's look at the word "research" for a moment. Recently I read a statement which summarizes the process: "Research consists in the orderly treatment of data to answer questions." [1] Perhaps one could give an even simpler meaning by saying: When doing research we apply sense to information. I would maintain that every conscientious teacher is faced daily with many questions for which he wants sensible answers. He is also confronted with a roomful of children who can provide him with substantial information and evidence necessary to the research process. You see, the teacher has splendid opportunities to find more reliable and better solutions to challenging problems in his own front yard.

Jean: Your explanation sounds good. I agree wholeheartedly with your statement that in daily teaching we need sensible answers to questions. However, can you tell me how I can use research *methods?* Or, how I can use *results* from research in the classroom? How do I go about this research business?

Betty: I suggest that you use these four steps as guideposts:

1. Ask a good question—formulate it in a simple and straightforward way.

2. Observe carefully—learn to look and listen; pay careful attention to what is happening in your classroom.

3. Record what you observe—you have to do this or you will forget.

4. Then think about your recordings and use them to arrive at sensible solutions.

Jean: I'm glad you emphasize that many problems for study are everyday questions that come up in classroom teaching. I guess that some of this high-powered research which looks like it is academic and theoretical is good, too. Researchers can do this. But, this other research you talk about, the research that originates in the actual classroom situation—the kind that can be produced by classroom teachers—that's what really interests me. I know many teachers like me actually avoid research because they're afraid it is beyond their capacity.

Betty: It's surprising that teachers still feel that way when most of us are constantly evaluating day-by-day events. Let's go back to the four guideposts for a moment and use them to outline the research process in an example. Ask a good question. (Most good questions are simple and lead immediately into an investigation of the problem.) Suppose you have noticed that four children show rapid progress in spelling when phonetic aid is emphasized. They moved along at a moderate rate when you used other ways. You noticed that these same children are all wearing eyeglasses. What could you say from this observation? How could your question open up an orderly and systematic inquiry?

Jean: Let me think for a moment—perhaps I could phrase my question in this way: Do children with visual handicaps progress faster in spelling when phonetic help is emphasized? [*Ed. note:* This is only *one little aid to spelling* to meet these four children's individual needs —a small segment used for a specific bit of research.]

Betty: Very good indeed. You have defined your problem and you are now ready to move to the collection and treatment of data. Researchers often call this phase "locating the evidence."

Jean: This word has often bothered me. Would you please explain what the word "evidence" means in the research process?

Betty: I am glad you asked. Evidence is accurate information we get by careful observation. In our example, it is important to collect

Helmut Hofmann is coordinator for research, Greenfield Village Schools, Dearborn, Michigan.

some facts about the children we want to study. For example, you would want to know the four children's degree of visual handicap.

Jean: I could easily get this information from the school nurse. She's been most helpful in the past. I would also like to know the achievement level in spelling these children have reached before I start the experiment.

Betty: One of the standardized tests given under equal conditions could provide you with this information. In addition, you can check the past records of the children and locate evidence about their previous performance—mental capacity and other pertinent factors other teachers have noted from beginning of school days. With this background put on a sheet for each child, you begin to observe carefully what happens when you follow your plans.

Jean: I have an idea. Couldn't I place the four children into two groups approximately matched on the basis of their measured intelligence and then start *intensive* work with two of them, while the other two get my *usual* instruction during a certain length of time?

Betty: I see you catch on fast. This would indeed provide you with an interesting setting. So you take two, teach them intensively for four weeks and keep accurate records about everything that happens. After four weeks you would switch and do the same with the two who received your usual instruction during this time. What do you think would happen?

Jean: If my guess is right, the first pair would be ahead of the second pair in spelling at the end of the intensive work and the second pair perhaps equal to the first at the end of their period. Both groups should show substantial progress under the impact of such a program. But would this prove a true answer to my original question and could I make a valid conclusion from it?

Betty: Yes, it is true and valid enough—not for a very big number of children—but definitely for the four children. You have actually tested your guessing on a small sample. Such guesses about probable outcomes of an inquiry researchers call "hypotheses." Let me help you a little more with the awful language they would use in your experiment. They would call it "a rotation group type experiment."

Jean: Oh, I remember a professor who always talked to us about rotation group type experiments. I never understood what he meant. Speaking of our experiment, I believe I could think of *other* ways of doing it.

Betty: Now you are really progressing in research thinking. What you suggest is another important aspect of research work. Again let

me use the researchers' phrase for your idea. They would call it the "development of various experimental designs." You see their words are not hard, once you are clear on the thinking behind it. Perhaps you would also want to find out whether other people have worked on similar problems in the past. You might use their findings and ideas for your own research in the future.

Jean: Would this process be called "review of the literature"?

Betty: Precisely, and it is a worthwhile and helpful activity. However, I would *not* recommend that you try to read everything on research before you start your own. Just remember, for example, how you teach a subject. You do not ask children to read all that has been written on the subject. You encourage them to work out their own specific problem which they can see later in a broader way. This includes solutions by other people.

Jean: Here's a last question before we leave the subject. Don't I have to know some statistics if I want to do research?

Betty: This will probably surprise you—you have already used statistics in your experiment.

Jean: How do you figure that?

Betty: Well, statistics is nothing but a way of thinking and tabulating information carefully. You can count, add and use percentages. These are the beginnings of statistics.

Jean: But, I so often read these awful terms like *mean, standard deviation, t-test of significance,* and so on. Don't I have to know these things before I can arrive at any valid conclusions?

Betty: Oh no, not immediately! Later on, when you want to go into a question in greater depth and when you have carefully collected more facts, you will apply statistical techniques to it. They are fairly easy to learn and become a valuable tool of your inquiry. But remember this: Statistics are not thinking. You will have to do some thinking about your problems and questions first, if you want to research them. What you want to do and what all teachers can do is to get sensible answers to questions. I firmly believe that you are able to use research as a tool which will help you have better understanding of your tasks as a teacher and how children learn.

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Courtesy Linwood School, Kansas City, Mo.

Satisfactions in Teaching

Relate to One's Philosophy

Introduction

MARY HARBAGE, *Editor*
News Trails and News Explorer
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"IF PHILOSOPHY IS FOR ANYTHING . . . it must shed some light upon the path." Out of endless pages of required reading these words emerged. I stopped and printed them on a spare index card. Ignoring the unfinished assignment, I took time to savor: "Some light upon the path." This was what I needed those first days when teaching presented more problems per unit of time than I could manage. This was what the children were willing to give me as I gained the insight to interpret their actions and words. This was, in turn, what I was now able to give as well as receive. True, other teachers, college professors, administrators, and my own family had a part in shaping this philosophy. But, for the most part, the children and I worked it out together.

This was not a fixed philosophy. But as it grew, certain fundamentals remained unchanged. These basic beliefs

became the measuring stick to which I turned when determining what to do and how to temper the doing.

It was Eugene, as he leaned against me to cry, who taught me that *adults do not make rash threats*—no matter what the provocation. Clara, the ambulatory reader, sent me on a long quest. It led to the less than startling conclusion that *individuals, at times, need individual working materials and methods to reach their various goals.* This I had been told. This I had probably told others. But it took Clara to convince me so completely that the idea was activated in classroom living.

A happy, bouncy third grade helped me discover that *there are many correct ways to "complete" the prescribed course of study.* That was the spring we moved out of doors. A set of six-year-olds showed me the *value in liberally sprinkling the school day with laughter and fun.* It was left to Virginia to help me see that *even firm ground rules must be left open for second consideration.* This she accomplished with the help of a very wilted carnation dangling from a too-long stem. Mary Sue *pointed up the path of pleasurable duty* when she called one evening to say, "I've checked all the committees, Miss Harbage. Everything is ready." In carefree fashion I went to the movies—and remembered to tell her about it the next day.

Gradually *I learned to talk less, that I might listen more; to be less hurried in response, that I might bring more wisdom to bear; to hold the memory of the happy times within me as insurance for the trying days.* And—the more light there was upon the path, the clearer and more satisfying the way ahead. In savoring the path as it unfolded I knew the richness of life itself.

The following portion is by* VIRGINIA M. HURT, *who teaches Navajo children in the Window Rock area, Arizona. She has been teaching for two years.

THAT FIRST DAY OF TEACHING REMAINS an unorganized haze in my memory. We were beginning the new year in a not quite completed building. There were many interruptions. Nothing went according to those carefully written plans in the book on my desk, but at day's end I had accomplished one thing: I could call each child by name. Each had become an individual; each needed love; each deserved guidance and encouragement to fit his needs. I was determined that school must be an enjoyable experience for children and teacher.

My group was called the "low group." Some were mentally dull; others lacked understanding of the English language; others lacked a desire to learn. All came from homes where poverty was a grim problem. Seventy per cent of them ate school lunches paid for by welfare organizations. In the group of thirty-one children, only six had parents who knew and spoke any English. The parents had little interest in what the children did or even whether they attended school regularly. The biggest challenge was to awaken interest in school in the parents and develop a desire to learn in the children.

Reading about Dick's, Jane's and Sally's life in the city and visits to the farm did not mean much to these children who had never seen either city or farm. They were living in a desert land of piñon, sage, canyons and blowing sand. Sheep, horses and dogs were their animal friends. An occasional visit to the only nearby town with its broken sidewalks,

dusty streets and many bars was in no way comparable to life as it was depicted in the readers. How can a child read from context with such a meager background of experiences?

The children learned that in other places life is quite different. The children in the stories did not live in Arizona, so they did different things. So the teacher developed with the children stories about their own lives. With much discussion and the use of many pictures the stories in the books came to have more meaning. Pictures and more pictures, repetition and more repetition—and patience, patience, patience, mixed with love—helped many to become learning, lively, laughing children. But for some this was not enough. As the year passed I wondered if the key would ever be found to unlock the wealth stored in their heart and minds. But some small incident became the needed magic for every child.

Unlocking Hearts and Minds

For bright but immature and disinterested Norman, the magic came as he taught his teacher to count in Navajo. Together we counted his word cards. As we laughed at my efforts to twist my tongue around the sounds that seemed impossible for me, Norman became interested in learning the letter sounds and words. At long last, Norman began to read.

Leroy seemed to resent school and all the activities. He looked at me with deep dislike and resentment. When he returned to school after a week's absence because he was unable to walk through the mud to the bus, I greeted him warmly: "Well! I'm glad to see you. We missed you. Is there a lot of mud at your house?" He nodded. "Is that why you missed school?" This time he smiled and said, "Yes." From then on he cooperated and did the good work he was capable of.

Anthony was another skeptic. He took every opportunity to ridicule my mistakes, looked for flaws in my efforts, and revelled in correcting me for all to hear. I ignored his

Navajo children in school playground

attitude as much as possible, admitted my mistakes, showed him how he was wrong in correcting me if I really had been right, but still he only tolerated me.

Anthony was one of the few who spoke English in complete sentences with correct pronunciations. He had no understanding or feeling for phonics and was a poor reader. I praised his work in numbers and tried to help him individually with phonics and spelling. He resented the individual attention and refused to try until one day I said: "Anthony, you are one of my best talkers. Did you know that? You know more English and talk very well, indeed. I know you can learn to read if you try. But you'll have to think how letters sound. Wouldn't you like to do as well in reading as you do in numbers?" He didn't answer then, but as weeks passed he began to ask me to help him. Soon he was reading alone in a primer of another series and enthusiastically leading his reading group.

Carl and Charlie were brothers about a year apart in age. Mentally dull, lacking understanding of English, overage and oversize, they presented a constant discipline problem. One day at play, they asked me to push them in the swing. I told them I would if they'd push me. They looked at each other and at me uncertainly until they decided I really meant it. Then they each happily took a turn as I pushed. The whole playground watched as each delightedly pushed me. I was having so much fun I almost felt guilty. I had an unusually quiet room that afternoon. Because they discovered I could laugh and play with them, they were willing to cooperate and work with me.

The magic did not always work. There were days when Norman still did not hear sounds and Leroy refused to work. At times Anthony sulked if I suggested he try harder and Carl and Charlie still caused more than a normal amount of trouble. But as we laughed and played, worked and grew together, the successes outnumbered the failures. As the children discovered that I wanted to help them and that I could laugh with them, they put forth more effort and were proud of their progress.

This section is by* ANNE WILCOX, *who teaches in Oneonta, New York. She has been teaching for a number of years.

A GUEST IN A HOME WHERE A THREE-YEAR-OLD was demonstrating his determination to carry out his own purposes commented to another guest who was a kindergarten teacher, "You will have difficulty subduing him when he enters kindergarten." The kindergarten teacher replied, "I have no desire to subdue him. I shall try to guide him and to channel his drive."

Subduing and molding children into a pattern is easy because children are so pliable and so eager to please adults. But maintaining a classroom that provides for the physical needs of children and insures a wholesome social, intellectual and emotional climate is a challenge that taxes every ounce of a teacher's energy, creativity and resourcefulness. To be effective, the teacher must understand the principles of growth and development and the needs of each child. The teacher who said, "I love teaching, it is so *easy*" really meant that she loves teaching because it is a challenging and satisfying profession for a mature adult.

Examples of Satisfactory Growth

Daily satisfaction comes from evidence that children feel secure and confident, sure of their position with their teacher, sure that he understands how they feel, sure that he will continue to understand and accept them regardless of what they do or say.

When Jill was reminded about limitations on certain activities, she snapped back, "I don't like to be pushed around," with no fear that her outburst would alter her relationship with her teacher.

When the teacher reassures a timid child with, "I like you," his reply, "I

know it," is more satisfying than if he said, "I like you, too."

Max, a first-grader, was being teased about his obvious affection for his teacher; he replied, "That's all right, me and Miss Wilcox understand each other."

Seeing children achieve in their own good time, without being pushed by adults, is satisfying. It may be a tiny accomplishment indicating growth which comes relatively fast or it may be a big break-through after a long period of careful guidance and confident waiting.

Charlie's difficulty was his fear of height. For weeks he did nothing that took his feet off the ground. Then one day he breathlessly announced, "I went to the top of that thing and slid down. I'm going to do it again!" He did—ten times that *he* counted and twenty-two times that *his teacher* counted to reassure him that his victory over his fear was really won. His exciting accomplishment was shared with his mother and all took time to rejoice in this momentous victory over fear.

Quiet withdrawn Eric said little to anyone and seldom participated in any group activity. In the gymnasium where the children danced or used equipment, Eric sat huddled day after day against the wall. One day, without a word of warning, there was Eric in the midst of activities wearing a smile that spread from ear to ear! The smile remained throughout the day, and his new-found feeling of power remained throughout the year.

Eric proved that patience, encouragement and acceptance succeeded when pushing and insistence would have failed. This self-assertion was satisfying even though it meant that Eric was embarked in a new area of learning. Sometimes he was outright defiant and constantly tested children and teacher. Guiding Eric to acceptable social behavior taxed the resourcefulness of the teacher, but eventually Eric established patterns of stable behavior. His adjustment became complete as an independent self-reliant person.

Freeing Children of Dependence

Independent children are much happier than dependent ones, so effort to free children from the yoke of dependence is a satisfaction to a teacher. Whether the process is short or long, satisfaction is sure to come.

Scott, completely overpowered by his first school experience, sat tensely in the same spot every day, saying nothing, doing nothing, except fingering materials placed before him. For two weeks his mother sat by him. Suddenly he became delirious with a feeling of independence, and he made his presence felt in the thick of vigorous activities. Mother was relegated to the seclusion of home. Scott was on his own.

Bob required much more time and effort. He was highly intelligent, with a fine sense of humor and an inquisitive mind, but high strung and rough, with a low frustration point and inadequate social techniques. He was very helpless about taking care of himself. When it was time to don outdoor clothing, he jumped up and down, screaming, "I can't do it, help me, help me." The teacher helped at difficult points. After the screaming stage, Bob resorted to wiles, such as, "I'm just a poor tired little boy, won't you help me?" "Are you going to surprise me today and help me get undressed?" In the interests of Bob's development, the teacher had to guard against yielding to his wiles. What was best for him motivated the teacher's behavior, but sometimes the situation seemed to be a constant battle of wits.

Before entering the room, Bob frequently poked his head in and shouted impatiently, "Miss Wilcox, I've got a problem, I've got a problem, help me." This type of outburst always referred to information he was seeking. To this appeal the teacher always responded, trying to assure him of her willingness to help him meet genuine need for information or help. These problems gave the teacher a clue to Bob's intellectual interests. When Bob became overstimulated and rough in his play he frightened the other children. At such times the teacher guided him into probing further into one of his interests, thus clearing the atmosphere. At the end of the school year Bob had not acquired complete independence, but he had made creditable progress. Now, in an upper grade, he is an astute, independent and respected leader.

Helping To Grow Socially

The case of independent Ned, who was suspicious of adults and was "anti-everything," illustrates the satisfaction teachers derive from seeing children grow in ability to handle social problems intelligently. To convince Ned that his teacher was his friend, she endeavored to make person-to-person contact only in favorable situations.

One day Ned headed a block-building group of three children who refused to accept another child. In a conference with the four children the teacher pointed out the amount of space and materials being used by three people in relation to the number of children in the room. After serious discussion of the problem, Ned said, "I'll see how many we have space for." He crawled through the rambling structure and returned saying, "There are three rooms that will take two, and one small room. Seven can play in our group."

Sparking mental activity of the fives is satisfying.

The children were watching the teacher make a fire. Wood and paper placed flat in the fireplace would not burn, but crumpled paper burned readily. The teacher asked, "Why?" Many theories were advanced. Finally Bill said, "There are more corners on that crumpled paper." "What difference do corners make?" asked the teacher. Then came the solution, "With more corners there's more air around the paper."

Serious thinking resulted from meeting a challenging problem, probing, questioning, discussing, and testing in relation to previous experience.

Teaching is indeed satisfying. So many varied satisfactions occur every day that veteran teachers would not trade their rewarding role in the lives of growing and developing human beings for any other career.

NELLE MORRIS, ***assistant professor emeritus, The Ohio State University, Columbus, writes the following section. She is a former research associate and teacher, The Ohio State University School.***

"TEACHING IS AN ART—AN ART SO GREAT and so difficult to master that a man or woman can spend a long life at it, without realizing much more than his limitations and his mistakes, and his distance from the ideal. But my main aim of my happy days has been to become a good teacher, just as every architect wishes to become a good architect, and every professional poet strives for perfection."

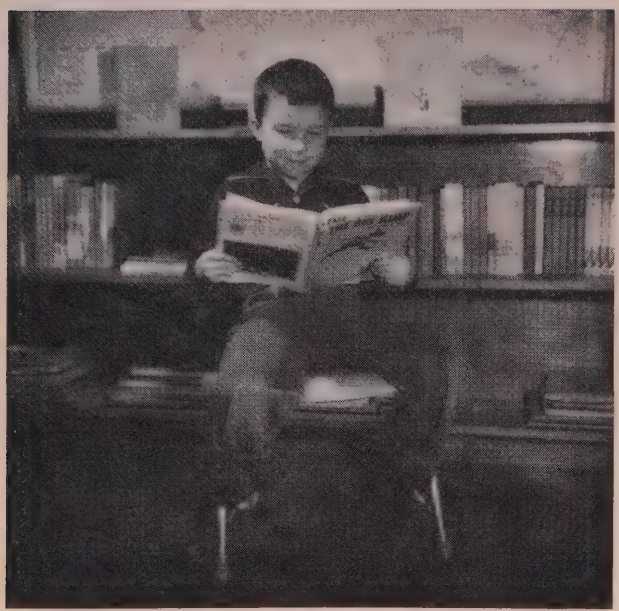
So William Lyon Phelps, a former English teacher at Yale University, also writer and literary critic, aptly expresses the challenge of teaching.

After over a half century spent in teaching, I have come to the conclusion that the challenges and satisfactions are so interwoven that to speak of them separately is difficult. In teaching, as in many experiences in life, one's goal becomes a challenge and the degree to which one comes near to reaching that goal or fulfilling aspirations brings satisfaction.

One of the greatest satisfactions for any teacher is found in meeting the needs of the individuals for whom she has accepted responsibility. This challenge is always present, whether it is in the one-room school or in the city classroom, in half- or in whole-day sessions, in working with an individual or with a group, in teaching children or in teaching adults. Like most teachers of many years' experience, I ran the gamut.

Accepting Challenges

Each new situation brings new problems, but only as a teacher accepts these problems as challenges and finds a work-



. . . reading small books from the library

able solution, instead of looking upon a situation as impossible, does she overcome her insecurity and grow.

Often working with the child who presents the most deep-seated problems and causes the greatest conflict in a group may bring the greatest satisfaction.

While working with young teachers who had taught a few years and then came for one year's experience in the Ohio State University Laboratory School, I undertook to help Don, a child with many problems. He was a bright eight-year-old, having a record of frequent tantrums, defying authority and fighting learning, especially reading. Don seldom completed anything he began.

For a short period each day, I took from their classroom Don and a stable child with reading difficulties but eager to learn. I tried to create a friendly atmosphere by talking about their interests and experiences. Each morning Don started the period off by stalling and insisting that John read first.

One morning Don became interested in a story about an old prospector and his burro. The next morning he burst into the room, picked up the book and started to read without the usual delay. About half-way down the page he stopped and said, "No sir, John has to read first," reverting to his usual pattern. When I praised him for his reading he said, "Okay, Miss M." and finished the page.

I went to the art room quite often when I knew the third grade would be there. Don had undertaken making a large bed for his dog and I examined it each day spurring him on. One day after school when Don saw me going through the hall, he burst out of the Cub Scout meeting and called, "Miss M., I got a screw in the bed today." The bed was finally completed and Don took it home. He also began reading small books from the library which he could read quickly. I would *like* to end the story by saying Don became an avid reader, but he moved from the city the following summer. This is one of the disappointments of teaching, not to follow the growth you worked so hard to stimulate.

The Teacher Grows, Too

To be a good teacher and to be satisfied with the profession she has chosen, the teacher must feel that she, too, is growing.

Together children and teacher discover.

Photos courtesy The Ohio State Univ. School, Columbus

One of the most outstanding opportunities for growth in my career was helping to pioneer in the founding of "the little school" or early university elementary school which, later joining with a new secondary school on the campus, became The Ohio State University School.

The "little school" was first housed in an apartment building. "Here was an opportunity for children and adults to set up their own environment for group living and working together." [1] Under the inspirational leadership of a director who had keen insight and great vision, the "staff members grew into a common philosophy with faith to do the job of starting a school creatively and experimentally." [2]

When the elementary school was combined with the secondary school, teachers at every level worked cooperatively for the betterment of a total school program. To unify the program from the kindergarten through the twelfth grade was indeed a challenge that continued through the years. To work creatively with a faculty willing to devote their best thinking and efforts to the problems of education meant professional growth for all.

A Goodly Fellowship

Hearing about successful careers of former pupils and of teachers in-service with whom one has worked and feeling that perhaps one played a part in their achievement bring much satisfaction to the teacher. To meet as friends former children now grown to adulthood or to hear a child call, "Hi, Miss M!"—to know they like you as a person as well as a teacher—makes teaching worthwhile.

To work with youth, to see life as they see it, to enjoy with them their moments of merriment, to guide them in discovering their potentialities, to inspire them to further learning, to help them when they need deep understanding, while at times presenting challenging problems, can be most stimulating and refreshing. I would agree with Mary Ellen Chase, teacher and author, when she calls it "the goodly fellowship of those who teach and those who learn." [3]

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[1] Faculty of The Ohio State University School. "Through a Cooperative In-Service Program," *Childhood Education*, Oct. 1947, p. 74.

[2] Ibid.

[3] Chase, Mary Ellen. *A Goodly Fellowship*, p. 303 (New York: The Macmillan Co., 1939).

By ALMA M. FREELAND

What Do Future Teachers Value?

Alma M. Freeland, associate professor, University of Texas, Austin, reports findings from subjective data—autobiographies of future teachers.

ONE HOT SEPTEMBER DAY NINE YEARS ago, after introductions of the first group of future teachers were over, a new university teacher looked at moist but alert faces of twenty young women and thought, "We are complete strangers! *How can I manage to know them better and as quickly as possible?* Perhaps a written autobiography would help each young face to become a real personality."

"Your introductions have made me want to know *more* about you," she told the students. "Would you be willing to write a full autobiography for me? It would give me an opportunity to 'practice what I preach.' You are going to hear many times that a teacher must know her students if she is to give effective individual guidance."

"What do you want us to tell you?" the students asked.

"Tell me about the *real* you; your memorable experiences; the most important thing that ever happened to you; the things you hold in high esteem; yes, even your dreams for the future if you care to reveal them. Write about any one or all of these or any other areas that appeal to you."

What a pleasant surprise those autobiographies turned out to be! Years passed and autobiographies increased.

"Browsing through the autobiographies accumulated over the years was not unlike a visit with old friends," thought the teacher the afternoon she re-read many of them. She contemplated these questions: What did most students write about? What were their most important experiences, dreams and ideals? Do the autobiographies have clues to values our future teachers hold?

The process of re-reading, organizing, recording and interpreting facts and feelings was soon under way. Since space does not permit detailed report of findings, this report is limited to a brief subjective discussion of a few most frequently discussed items and implications as to *values* which appear to be inherent.

The Family Is Important

The future teacher's relationship with her immediate family was discussed more frequently than any other item. Married teachers (approximately twenty-five per cent) were grateful to "understanding husbands" who made it possible

for them to prepare for a teaching career. They were confident of their own ability to combine successfully the roles of wife, mother and teacher. They (and the single students) had memories of childhood days spent in the warmth and security of a cheerful home environment. A recurring desire was to provide a similar environment for their own families. Two excerpts illustrate their general attitude toward the family:

I was reared in a home where there was always mutual love and respect for one another. My parents laid the foundation and then said to me, "This is as far as we have the right to go; you must build your own life; you are the one who will have to live it. If you need help, you know where to find it. Of course, you will make mistakes, but pick yourself up and keep going. If you quit trying, you are licked; if you don't profit from your mistakes, you are stupid."

I have the very highest respect for my parents. Every time I am called upon to make an important decision, I first ask myself if my parents will be proud of me for the kind of decision I make. They have helped me to have high ideals; to look for the good in people; and to help those less fortunate than I. I am grateful that my heritage has been a happy, kind family relationship where love and patience abound. This has given me security and poise and the courage to meet life as it comes. I hope I can help my students to sense the importance of these and other values such as integrity, dependability, resourcefulness and friendliness. I also hope to provide my own children with the loving home I enjoyed as a child.

Desire To Work with Children

A second item of importance was the students' discussion of their chosen career. Cited most often as the reason for choice of profession was their desire to work with children and to make a definite contribution to society. The excerpts help to illustrate their seriousness of purpose and interest in their future life's work:

My aspirations may seem quite humble to some, but they are lofty ideals to me. I desire to live the good life. In my plans this will include working with children and guiding their intellectual, emotional, social and spiritual growth.

I think I shall gain real satisfaction in and from teaching. I have always felt a desire to work with children, especially those who need help most. I believe I shall be happy in my chosen profession if I can help children to face life intelligently and effectively. The world needs strong, courageous citizens; I plan to assume my responsibility for helping to produce them.

I believe that love, patience, and enthusiasm are very important in teaching. They will be present in my teaching situation. I know what it is to have teachers who never smiled; who always frowned. I know I shall make mistakes but I know I shall also be a "growing success." I have often felt that I am literally on top of the world. I feel that way now, for I have a definite goal and purpose. I want to be a good teacher, a teacher who is loved and valued because she makes a positive contribution in this world.

In my observation course I made a discovery that just liking children is not enough. I realize now that the teacher has many roles to play; that teaching subject matter is not her only responsibility. It is equally important that the teacher help children learn fair play, courtesy and respect for others.

Personal Achievement

The desire to achieve self-satisfaction and recognition from age mates through participation in high school and college organizations was the third item most frequently described in the lives of future teachers. They valued their experience in terms of the opportunity to meet and work with new people and to assume special responsibilities that would prepare them for similar roles in their teaching

career. Their growing ability to appraise these and similar experiences can be observed in this paragraph:

I have been happiest in college when I felt that I have accomplished something worthwhile. I have received numerous honors from campus organizations and from my social groups. However, I am now realizing something I did not understand in high school. Bestowed honors are quite flattering, but only real accomplishments can bring lasting happiness and satisfactions.

Contrary to the findings often reported by other investigators, these young women also expressed pride in achieving academic success and profound respect for intellectual growth. Many were first and second honor graduates from their respective high schools and were often the recipients of scholarships.

Spiritual Development

Although the discussions in this area generally dealt with the students' reference to church affiliation and experiences connected with teaching Sunday School classes, many wrote quite freely of their need for spiritual guidance and of their desire to live the good life and to be of service to others. However, in the nine-year period only one went so far as to share an experience.

Need for Recreational Experiences

Their awareness of need for change, play and recreation in maintaining good mental and physical health was clearly indicated. They frequently referred to a wide variety of interests and to active participation in such recreational experiences as games, sports, hobbies, travel, music, art, dancing, televiewing and reading.

The infrequent reference to the value of personal reading was the source of greatest disappointment to the investigator. This comment offers an acceptable explanation:

As a child I enjoyed playing with dolls and other children, but most of all I found profound pleasure in reading. I had maintained this interest all my life until I came to college. Actually, I have not lost my *basic* interest in reading but I find it almost impossible to do any beyond that required in my courses. It seems that the reading that would "feed my soul" must always be postponed . . .

Dedicated To Reach Their Goals

The next item of importance reveals the fact that these future teachers have a definite goal, know what they want to do and are willing to pay the price through hard work and sacrifice, if necessary. The students who indicated they were working all or part of their way through college seemed proud of the fact that they were able to contribute to their support through hard work and good management. Some stated they were "missing out" on social and campus activities, but felt there was "plenty of time to compensate for this loss." Two students from the last group commented:

Although I realize that my education must continue, I am now approaching the climax of one phase—that of preparation for teaching. I am working my way through college and it is not easy; but I want to put a lot into my student teaching this semester. I have such wonderful dreams for the future and I must make this final course an important part of a firm foundation for the years ahead.

I think we as future teachers have a mandate to learn as much as we can about this fast-moving world. We are going to have to be mighty well prepared if we get our children ready for their society and their responsibilities—especially that of keeping America the greatest land in the world.

Summary

Autobiographically, it appears that our future teachers hold in high esteem those values which our society has approved. These include respect for the dignity and rights of the individual, a feeling of responsibility for promoting the welfare of people; a desire to grow as a fine human being and an effective teacher worthy of guiding young and impressionable minds; a recognition of the need to meet one's spiritual, emotional, social, physical and intellectual development; and a feeling of responsibility for helping to perpetuate our own democratic society through the basic institutions—the home, the school and the church.

Ed. note: What about validity of such subjective data? Did each student feel compelled to "put his best foot forward"? Are students conditioned to withhold the kind of information that tends to give negative impressions? Or, does writing a statement of values in an autobiography help a student clarify values?

On the other hand: What about the validity of data compiled from *objective personality tests?* Students who are annoyed at being *required* to spend hours in preparing responses admit they write and check items indiscriminately to "get it over with in a hurry."

FRANCIS W. PARKER SCHOOL, CHICAGO, ILLINOIS, SENT OUT A RELEASE FROM three teachers—one who teaches a foreign language, one who teaches a seventh grade, and one who has taught several elementary grades and is now working in psychology. In part it states:

Beware the Foreign Language Band Wagon. Three teachers have thus challenged the teaching of foreign language in the elementary school. They base their views on an investigation which they completed on foreign language teaching. The reasons for this challenge are:

1. Foreign language programs are usually planned for children of superior intelligence. Ability groupings in any area based on intelligence quotients are undesirable.

2. Foreign language teaching is still largely experimental.

3. Language should be thought of as an area of study with the same status as other major subjects.

4. Foreign language study should not replace any of the basic subjects [nor art, shop, music, science or physical education], and time should not be taken from them to create an extra period for such teaching.

5. There is a lack of qualified teachers. No teaching is better than inadequate teaching in this field.

6. The child who enters a school after the beginning point of a foreign language study would find it difficult going.

7. There is no immediate, practical use for such teaching except in border states or in cities that have bilingual populations. An artificial motivation has to be created.

8. There is no evidence that students who have studied a foreign language in elementary school get better grades in high school language courses. Often the child with several years of elementary foreign language is placed in second-year high school language. This is a waste of the child's time.

A detailed report was published in *The Elementary School Journal.*

Ed. Note: See "What About Teaching a Second Language to Elementary School Children?" by Elizabeth Henson, CHILDHOOD EDUCATION, April 1958, p. 367.

1960 White House Conference on Children and Youth

"Recommendations—Composite Report of Forum Findings, 1960 White House Conference on Children and Youth" (available for 35 cents from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.) lists 670 recommendations which came from the forums. CHILDHOOD EDUCATION has listed those on education and related topics which may interest readers.

Physical Health and Medical Services

Health Services

382. That existing health services be assessed and evaluated to determine actual needs in any given area.

383. That basic public health services be established in areas where they are lacking, by setting priorities for channeling Federal and State funds and by pooling funds and personnel.

384. That local full-time public health units be established and/or strengthened; that all related medical and public health organizations be utilized as a community unit; and that interdisciplinary community health councils be established to identify and treat local health problems.

385. That new organizational methods be explored at local, State, and Federal levels, in order to provide public health services in areas where their development is hindered by small populations or conflicting boundaries.

386. That the Children's Bureau and the American Medical Association experiment with new methods for supervising the health of children in sparsely settled low-income areas where it is not feasible to organize the classic child health conference.

387. That States or local communities require inoculation of children against communicable diseases, in accordance with the procedures set forth by such scientific bodies as the American Academy of Pediatrics, the American Public Health Association, and the U. S. Public Health Service.

388. That periodic examination and continuous medical and dental care, including vision, hearing, and lingual problems, early detection and treatment of defects and abnormalities, as well as the prevention and early treatment of disease, be provided for all children, including those of mobile families.

Mental Health

407. That each State establish a comprehensive mental health service for children, preferably in association with a university medical school or center.

408. That mental health services be integrated into all basic public health services, with inservice training along these lines.

409. That the programs for training child psychiatrists, psychologists, and psychiatric social workers, currently supported by the National Institute of Mental Health, be further expanded.

410. That a child psychiatrist and psychologist as well as a social service program be considered essential in or available to every hospital for children.

411. That the provisions of the National Defense Education Act be expanded to assist communities in establishing psychological and guidance services in elementary schools.

412. That mental health training be required for all teachers.

413. That community agencies provide professional help to assist parents in understanding and caring for their children in a healthy emotional climate.

414. That community health and education centers be established where parents of preschool children can meet to discuss moral and ethical problems in a neutral setting and test

conclusions in cooperative nursery schools; and that such centers also provide teenage classes in baby care, child health conferences, and family recreation.

415. That, in the interest of better mental health of children, existing legislation aimed at removing social and economic inequities be implemented; that public housing and recreational programs be increased; that civil rights be more adequately assured; and that the moral and ethical values of our society be improved.

VII. Human Rights

National Action

478. That the President proclaim a National Bill of Rights Year to instill respect for our basic freedoms, enlisting the support of all mass media of communication, artists, national organizations, and the schools.

479. That all levels of Government seek through every proper device to provide and protect all rights guaranteed under the Constitution.

News HERE *and* THERE

By ALBERTA L. MEYER

New ACE Branches

University of North Dakota ACE, Grand Forks
Westside ACE, Omaha, Nebraska

New Life Members

Catherine Bowles, Provo, Utah
Geneva A. Ross, Terre Haute, Indiana
William H. Zwiesler, Dayton, Ohio

Childhood Education Center

During the ACEI conference in Omaha, Mary E. Leeper, executive secretary emeritus, served as hostess in the Center. Members and friends of the Association had the privilege of visiting with the lady whose vision and hard work resulted in this building.

The local community and international visitors received information about the Childhood Education Center and its services through two radio interviews with your Executive Secretary—one on controversial issues in education on the *Steve Allison Show* in February; the other on *Capital By-lines*, the Patty Cavin Show, in March.

The Pennsylvania ACE held a workshop in the Center, April 22-23. Two chartered buses brought 100 people to tour the building, learn more about the services of the Association and conduct their own study groups. The session concluded with an address on Sunday afternoon by an invited speaker in the field of childhood education.

A Philadelphia ACE group touring Washington also visited the Childhood Education Center on April 22. They saw the building and heard about the Association's services. Staff members and members of nearby ACE branches—District of Columbia, Montgomery County (Maryland) and Arlington County (Virginia)—served as hostesses.

A third payment on the principal of our mortgage was made in March. The $2,000 paid at this time makes a total of $12,000 paid off this year. As previously reported, these payments are in addition to the regular monthly payment of $1,575. We feel encouraged by these payments and urge members and friends to continue supporting the Building Fund so that we may reduce the principal as rapidly as possible.

You Were Represented

Fifth Conference for Supervisors of Elementary Education in Large Cities, Washington, D. C., April 11-14, arranged by United States Office of Education; by Muriel Crosby, Assistant Superintendent, and Elizabeth Eaton, Helping Teacher, Wilmington Public Schools.

Meetings of Other Organizations

National Education Association and Departments, Atlantic City, New Jersey, June 25-30.

President's Message on American Education

In President Kennedy's February message to Congress, he presented his program for

education. He stated:

"Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity. . . . Our twin goals must be: A new standard of excellence in education —and the availability of such excellence to all who are willing and able to pursue it."

A copy of this message may be secured from your Congressman.

ACEI Study Conference

In 1962 the Association will meet in Indianapolis, Indiana, the week of April 22. Members and friends of the Association, please note this date and plan to attend!

To assist the staff in compiling a conference (and committee) resource file, please fill out the form on this page. Clip and mail to ACEI, 3615 Wisconsin Avenue, N. W., Washington 16, D. C.

Fellowships for American Women

The American Association of University Women Educational Foundation announces its 1962-63 Fellowships for American Women. These fellowships are open to United States women who hold a doctorate, or who have fulfilled all requirements except the dissertation by the time the fellowship year begins, or who have attained professional recognition. Fellowships are unrestricted as to age or field and may be used in the United States or abroad. Application forms will be available after August 1 from: Fellowships Office, AAUW Educational Foundation, 2401 Virginia Avenue, N. W., Washington 7, D. C. (Applicants should indicate present academic status.)

Newbery-Caldecott Medal Awards

The 1961 Newbery and Caldecott Medals for the most distinguished children's books published in 1960 were awarded to Scott O'Dell and Nicholas Sidjakov.

The John Newbery Medal, given annually since 1922 for the "most distinguished contribution to American literature for children," went to Mr. O'Dell for *Island of the Blue Dolphins,* published by Houghton Mifflin. Mr. Sidjakov was awarded the Randolph Caldecott Medal for his illustrations in *Baboushka and the Three Kings,* Parnassus Press.

These medals are the highest honor awarded for children's books. Selection is made by the Newbery-Caldecott Awards Committee, Children's Services Division, American Library Association. Medals will be presented on July 11 in Cleveland, during the annual conference of the American Library Association.

Runners-up for the Newbery Medal were: Gerald Johnson, *America Moved Forward,* William Morrow and Company; Jack Schaefer, *Old Ramon,* Houghton Mifflin; and George Selden, *The Cricket in Times Square,* Farrar, Straus and Cudahy. Runner-up for the Caldecott Award was Leo Lionni for *Inch by Inch,* Ivan Obolensky, Inc.

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Books for Children

Editor, HAZEL WILSON

DIVING HORSE. *By Patsey Gray. Illustrated by Sam Savitt. New York: Coward-McCann, Inc., 210 Madison Ave., 1960. Pp. 187. $3.50.* A horse story for girls which has a slightly different twist. This one ends with a daring dive into a pool as a vaudeville act at the fair grounds. How Annie learns that she must have confidence in herself if she expects to have a good performance from her horse will hold the interest of lovers of horse stories. The author has a sure touch at describing the relationship between horse and rider. *Ages 8-12.*—H.W.

FAMILY WALK-UP. *By Elizabeth Stucley. Illustrated by Lawrence Beall Smith. New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Pp. 181. $2.95.* Here is a warm, realistic story about a working-class family in London: Ally longs to be glamorous, Val teeters on the edge of juvenile delinquency, Len is the soft-hearted one and Doreen is the student. Dad is a steady worker who does not earn enough to support his family; Mum is a cleaning woman. Mum's zest for living and affection for her family are the cement holding the family together. There is a wealth of earthy humor in the book and a bit of delicate description, as when Ally describes her teacher: "When she comes into class, it's as if someone brought in a bowl of flowers." They are a family worth knowing. *Ages 8-12.*—H.W.

A FILLY FOR JOAN. *Written and illustrated by C. W. Anderson. New York: The Macmillan Co., 60 5th Ave., 1960. Pp. 104. $3.* Joan is lucky to have a friend like Louis who has had thirty years of experience with horses. She is delighted with the horse especially bred for her, a filly sired by a champion racer and whose mother is a fine jumper with a gentle disposition. The filly, Gallant Lady, lives up to her name. Although the climax is the winning of an important race, it is the horse-talk between Louis and Joan and Louis' stories about horses he has known which give the book substance. Good illustrations. *Ages 8-12.*—H.W.

FIRE IN THE WIND. *By Elizabeth Baker. Boston: Houghton Mifflin Co., 2 Park St., 1961. Pp. 247. $3.* Jeff Bellinger was eleven years old in 1871, the year of the great Chicago fire. He has exciting adventures tracking a horse thief, but it is the fire which is the most thrilling part of the book. Good character development of Jeff, his family and schoolmates. The young city of Chicago seems a secondary "hero" of this well-written period and regional story. *Ages 10-12.*—H.W.

THE YOUNG ISLANDERS. *By Elizabeth Ogilvie. Illustrated by Robert Henneberger. New York: Whittlesey House, 330 W. 42d St., 1960. Pp. 159. $2.95.* The young islanders are thirteen-year-old cousins, Jamie and Eric. Young though they are, they do almost a man's work lobstering off the shores of the Maine island where they live. They are self-reliant boys and usually good-natured, so the quarrelsomeness of the McKensie family surprises and puzzles them. The author shows a knowledge of the sea and of life on a Maine island. Her boy heroes, with their tendency to take risks and their love for boats and the sea, seem real. *Ages 10 up.*—H.W.

ISLAND OF THE BLUE DOLPHINS. *By Scott O'Dell. Boston: Houghton Mifflin Co., 2 Park St., 1960. Pp. 184. $2.75.* An Indian girl lived for many years alone on an island far off the coast of California. From that bare fact the author has created a story of suspense and beauty. One is reminded of Robinson Crusoe as one reads about how Karana obtains food and shelter. There is danger from the elements, from a pack of wild dogs, and from the Aleutian hunters who come to the island to hunt otters. The girl's struggle for existence is described in beautiful prose. It is possible, the story implies, for the human spirit to grow in solitude. Winner of the 1961 John Newbery Medal, this is an exciting and thought-provoking book. *Ages 10 up.*—H.W.

THE CITY UNDER THE BACK STEPS. *By Evelyn Sibley Lampman. Illustrated by Honore Valintcourt. Garden City, N. Y.: Doubleday & Co., Inc., 1960. Pp. 210. $2.95.* How would it feel to be made suddenly as small as an ant and put to work in an anthill? The author sets out to answer this in

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a fantasy containing considerable factual material about ants. The story moves along at a brisk pace. *Ages 8-12.*—H.W.

DUGAN AND THE HOBO. *By Jocelyn Arundel. Illustrated by Wesley Dennis. New York: Whittlesey House, 330 W. 42d St., 1960. Pp. 122. $2.95.* This is the story of an engaging and almost too-good-to-be-true hobo and a boy in love with horses and with one horse in particular. The author makes it seem plausible that giving a horse affection will put heart in him so that he will exert himself to win a race. The race is exciting and the end of the story will be especially satisfying to lovers of horse stories. Wesley Dennis' pictures of horses are exceptionally fine. *Ages 8-12.*—H.W.

MELVILLE IN THE SOUTH PACIFIC. *By Henry Beetle Hough. Illustrated by Frank Nicholas. Boston: Houghton Mifflin Co., 2 Park St., 1960. Pp. 179. $1.95.* Many authors imagine adventures. Melville lived them. The account of his life as a whaler and, having jumped ship, his stay with the cannibalistic Typees is as exciting as any imagined tale. The author of this vigorous biography knows ships and seas and makes the reader share his interest in Melville. After reading the biography, which is one of the North Star series, boys may feel inspired to tackle *Moby Dick* and *Typee*. Fine illustrations. Index. One of the best of the series. *Ages 9-12.*—H.W.

GREEN EGGS AND HAM. *Written and illustrated by Dr. Seuss. New York: Random House, 457 Madison Ave., 1960. Pp. 62. $1.95.* A book using only fifty words is for children who are just beginning to be beginners in reading. Dr. Seuss tells his story more by pictures than by text, yet both are in his best form. The cumulative rhyme suggests the style of *This Is The House That Jack Built*, but it is much funnier. The illustrations are hilarious. *Ages 4-6.*—H.W.

Science

THE MOON SEEMS TO CHANGE. *Written by Franklyn M. Branley. Illustrated by Helen Borten. New York: Thomas Y. Crowell Co., 432 S. Park Ave., 1960. Pp. 36. $1.95.* This excellent, easy-to-read text provides the young reader with some precise information concerning the moon. Concepts are developed by helping the child relate what he already knows about size, time, distance, day and night, and hot and cold to an understanding of the moon and its appearance. *Ages 7 up.—Reviewed by* ALPHORETTA FISH, *Instructor, College of Education, University of Maryland, University Park.*

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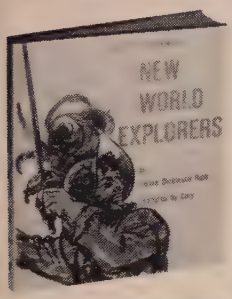

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THE STORY OF THE ATOM. *By Mae and Ira Freeman. Illustrated by Rene Martin. New York: Random House, 457 Madison Ave., 1960. Pp. 81. $1.95.* This easy-to-read, exceedingly well-written text provides the reader with a valuable understanding of some of the properties of the atom, the relationship between atoms and molecules, how scientists work with atomic power and the benefits mankind derives from atoms and atomic power.—A.F.

THE FIRST BOOK OF SOUND. *By David C. Knight. Illustrated with photographs and with drawings and diagrams by Peter Costanza. New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Pp. 93. $1.95.* In easy-to-understand language this text develops concepts basic to the science of acoustics. Suggested activities, pertinent drawings and excellent photographs enhance the reader's understanding of such ideas as the Doppler effect, "zones of silence," multiple echoes, Sonar, reverberation, amplitude, wave length, Mach numbers, supersonics, ultrasonics, interference, resonance, and many others. Included

is a valuable check list of sound facts and a collection of sound experiments. *Ages 9 up.* —A.F.

ROCKETS OF THE ARMY. *By Erik Bergaust. Illustrated with photographs. New York: G. P. Putnam's Sons, 210 Madison Ave., 1960. Pp. 48. $2.50.* Erik Bergaust is well qualified to write of rockets and missiles, and this addition to his series will be welcomed by those interested in the Army's progress in this field. Included is an up-to-date glossary of rocket and missile terms. The photographs are large and clear, the text straight-forward and informative. *Ages 10 up.—Reviewed by* GLENN O. BLOUGH. *Professor of Education, College of Education, University of Maryland, University Park, Md.*

BEYOND MARS. *By William Nephew and Michael Chester. Illustrated by Walter Buehr. New York: G. P. Putnam's Sons, 210 Madison Ave., 1960. Pp. 72. $2.75.* Are trips to the farthest planets and stars possible? Why are such trips more difficult than a trip to the moon? What are the problems involved and how will scientists solve them? These questions and others are answered in this well-written, interesting account by two scientists. Appropriately illustrated. Of the many books on this subject this one is outstanding in its selection of content and presentation of ideas. *Ages 8-12*—G.O.B.

SAMUEL MORSE AND THE TELEGRAPH. *By Wilma Pitchford Hays. Illustrated by Richard Mayhew. New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Pp. 66. $1.95.* Because Samuel Morse was successful as an artist as well as a scientist, he makes an excellent subject for a biography for children. Mrs. Hays describes the attributes for a successful career, includes colorful events, outlines in sufficient detail the problems involved in creating and inventing, and finally brings to the reader the various significant features of the first telegram: "What hath God wrought."—G.O.B.

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THE TALE OF A POND. *By Henry B. Kane. Photographs and drawings by the author. New York: Alfred A. Knopf, Inc. 501 Madison Ave., 1960. Pp. 120. $3.* Like its companion book by the same author, *The Tale of a Meadow,* this is a book for those who have a mature appreciation of nature. Interdependence of living things, adaptations and habits of pond life are treated in detail. Drawings and photographs are excellent. The author is a keen observer and sets down his discoveries clearly and interestingly. *Ages 10 up.*—G.O.B.

THE ODYSSEY OF AN OTTER. *By Rutherford Montgomery. Illustrated by Hamilton Greene. New York: Golden Press, 630 5th Ave., 1960. Pp. 124. $2.50.* This is a story of the life and adventure of an otter family—and adventure for young readers into the land of nature study in its most fascinating sense. Like the other books in this series this one contains much interesting information, is well written, has suspense and will delight children. *Ages 10 up.*—G.O.B.

BREAKTHROUGHS IN SCIENCE. *By Isaac Asimov. Illustrated by Karoly and Szanto. Boston: Houghton Mifflin Co., 2 Park St., 1960. Pp. 197. $4.* Dr. Asimov has again demonstrated his ability to write clearly and interestingly about science for young people. The work of great scientists through the ages, including the moderns, is described—their work, methods, and the importance of their discoveries. There is enough historical flavoring to add understanding and appreciation. Many young people may be influenced by this excellent book. *Ages 11 up.*—G.O.B.

THE STORY OF GEOLOGY. *By Jerome Wyckoff. Illustrated with photographs and with paintings by William Sayles, Harry McNaught and Raymond Perlman. New York: Golden Press, 630 5th Ave., 1960. Pp. 177. $6.65.* Interest in geology is high at the elementary school level, and books in the field of geology are few. While this book is essentially for sixth-graders and older pupils, younger pupils using it as a reference will gain information and understanding from the excellent diagrams and colored photographs. Teachers will also find this text a valuable

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DISCOVERIES OF THE NEW WORLD. *By Josef Berger. New York: American Heritage Publishing Co., Inc., 551 5th Ave., 1960. Pp. 155. $3.50.* This story of nearly three centuries of great expeditions brings one of the most exciting periods of history to the reader. The narrative helps us follow the various thrusts into the unknown from all the nations of Western Europe. Exceptionally fine maps, paintings, prints and drawings of the period enhance the volume throughout. *Ages 10 up.*—W.H.

THIS IS NEW YORK. *By M. Sasek. New York: The Macmillan Co., 60 5th Ave., 1960. Pp. 60. $3.* An amusing introduction to New York City developed by a brief narrative and lavish paintings by the author. Varied aspects of New York life are shown with a gay sense of humor. The reader gains a feeling of the bigness of the city and some of its elements, such as the Empire State Building, while also enjoying some of the interesting smaller places, such as Macdougal Alley and the skaters' pond in Central Park. *Ages 9 up.*—W.H.

MOY MOY. *By Leo Politi. New York: Charles Scribner's Sons, 595 5th Ave.,*

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THE INDIAN AND HIS PUEBLO. *By Louise Lee Floethe. New York: Charles Scribner's Sons, 597 5th Ave., 1960. Pp. 32. $2.95.* Indian life in pueblos near the Rio Grande is vividly described through the narrative and colorful illustrations. Both modern and historic ways of living are skillfully interwoven to provide an interesting contrast. While the daily activities of the children and their families are highlighted, there are also colorful episodes involving hunts and ceremonial dances. *Ages 7-10.*—W.H.

RICHARD HALLIBURTON'S COMPLETE BOOK OF MARVELS. *By Richard Halliburton. Indianapolis: The Bobbs-Merrill Co., 1720 E. 38th St., 1960. Pp. 640. $5.95.* This edition of Richard Halliburton's book of travel adventures has been revised to inform the reader of social, geographical and political changes which have come about since the original publication. The author takes the reader along with an imaginary group of boys and girls to visit the Taj Mahal, the Hanging Gardens of Babylon, Gibraltar and many more marvels of the world. Numerous photographs enhance the volume. *Ages 9 up.*—W.H.

ADVENTURE IN WILLIAMSBURG. *By John J. Walket, Jr. New York: Holt, Rinehart & Winston, 383 Madison Ave., 1960. Pp. 45. $3.* Through the adventures of two children who live in Williamsburg, Virginia's restored eighteenth-century capital, the reader meets their friends the craftsmen, militiamen and the costumed men and women of the shops. Shown by photographs and the lively narrative are such interesting places as the Windmill, Apothecary Shop, Printing Office, Governor's Palace, and Raleigh Tavern Bakery, where the children find adventure and fun. *Ages 7-11.*—W.H.

PROFILE OF NIGERIA. *By Leonard S. Kenworthy. Garden City, N. Y.: Doubleday & Co., 1960. Pp. 96. $2.50.* Based on a recent tour and study of Nigeria, the author presents an authentic view of the newly independent nation, Nigeria. He shows the tremendous contrasts between various kinds of primitive life and the cities where progress is being made in education, health, housing and government, as well as in many other aspects of life. Intermediate and elementary pupils can gain much significant information from the pictures and the context, beginning with about *age 11 and up.*—W.H.

THE FIRST BOOK OF GHANA. *By Norman M. Lobsenz. New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Pp. 62. $1.95.* From firsthand observation and knowledge, the writer tells how the nation of Ghana was born. He describes the many aspects of life in that new republic and gives emphasis to the people, their work (fishing, cocoa farming and mining), their food, their crafts and their customs. Throughout he gives us a view of the progress, new developments and future opportunities of this nation. *Ages 9-12.*—W.H.

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mor-pla

OUR JAPANESE PLAYMATES. *By Ruth Nugent. Illustrated by Fusako Hyuga. Rutland, Vt.: Charles E. Tuttle Co., 1960. Pp. 64. $2.50.* This delightful story of two American children who go to live in Japan with their family is unfolded by the author who has spent many years in that country. The rich cultural heritage of Japanese children is reflected as the Americans become acquainted with their Japanese friends and neighbors. The Japanese storyteller with his slide pictures, the colorful shops, the festivals and the Imperial Palace Grounds are seen through the skill of the writer and the noted Japanese artist who made the illustrations. *Ages 7-10.*—W.H.

ORIGAMI STORYBOOK: JAPANESE PAPER-FOLDING PLAY. *By Florence Sakade. Rutland, Vt.: Charles E. Tuttle Co., 1960. Pp. 32. $4.50.* The art of creating intricate figures by folding square pieces of paper has been a favorite hobby in Japan for many generations. In this volume, the artist-writer tells simple Japanese tales, illustrating them with the actual folded paper figures which have been pasted in the book. Self-explanatory diagrams are provided to show how each figure may be created through paper-folding. *Ages 7-11.*—W.H.

OUR NEIGHBORS IN JAPAN.—*By John C. Caldwell and Elsie F. Caldwell. New York: The John Day Co., 210 Madison Ave., 1960. Pp. 48. $2.* Based on a visit of the Caldwell family to Japan, this volume describes various aspects of daily living of the people, especially the children. It indicates how Japan and America have become friends again and Japan's nearness in terms of jet flight. Photographs and drawings enhance the readable narrative. *Ages 7-10.*—W.H.

LET'S VISIT CEYLON. *By John C. Caldwell. New York: The John Day Co., 210 Madison Ave., 1960. Pp. 95. $2.75.* The author takes us on a tour of the independent island country, Ceylon, member of the British Commonwealth of Nations. We learn about the way people live in Ceylon, their festivals and their occupations. The importance of this nation in the bloc of neutralist nations is clearly indicated. *Ages 9-11.*—W.H.

LET'S VISIT INDONESIA. *By John C. Caldwell. New York: The John Day Co., 210 Madison Ave., 1960. Pp. 96. $2.95.* Following extensive travel in Indonesia, the

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RESOURCE MATERIALS FOR TEACHERS OF SPELLING

by Paul S. Anderson

This manual presents plans and devices to help teachers plan instructions in spelling. Methods used in teaching spelling are explained from both historical and research points of view. Games, work-lists and organization plans are provided. Copyright 1959. $3.00

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Reading, oral and written language, spelling and handwriting are treated in this book. Subjects bring out the natural interrelationships among the language arts. The book explains what to teach and how to teach it. Copyright 1959. $3.15

THE NATURE PROGRAM AT CAMP

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This manual shows the counselor how he can introduce campers to a new world of nature that comes to them through all their senses. It is devoted to methods of presenting nature materials rather than projects. Copyright 1960. $3.50

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author presents the history and geography of this nation built upon the world's largest archipelago. He describes life in the northern part of Indonesia and some of the problems being encountered by this young nation. The neutrality of Indonesia and its relations with the United States are simply and clearly described. *Ages 9-11.*—W.H.

FACES LOOKING UP. *By Mina Lewiton. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 153. $2.95.* Stories of a child and a school in each of twelve countries are told with warmth and insight which can help to bridge the distances between us and these children and bring us closer to their daily lives and customs. The author developed these stories with the cooperation of the United Nations and the embassies of the nations included in the volume. *Ages 9-11.*—W.H.

ARNE OF NORWAY. *By Betty Cavanna. New York: Franklin Watts, Inc., 575 Lexington Ave., 1960. Pp. 77. $3.50.* The author takes us to visit Arne in Hammerfest, the most northerly city in the world, three hundred miles above the Arctic Circle. We also go on a fishing trip far to the north to the Svalbard Islands, sometimes called Spitzbergen, and a trip along the Norwegian coast south of the city of Bergen. Handsome photographs show Arne and the travelers visiting interesting sights and viewing the rugged scenery of the North. *Ages 8-11.*—W.H.

COMMUNICATION. *By O. Irene Sevrey Miner. Illustrated by Irene Miner and Katherine Evans. Chicago: Children's Press, Jackson Blvd. & Racine Ave., 1960. Pp. 47. $2.* Traces the history of communication in simple language: from talking and listening, signs, signals, symbols, picture-writing and printing to such modern media as telegraph, telephone, radio, moving pictures and television. Indicates how people in other countries often have other languages. Illustrations play an important role in developing the concepts of the book. *Ages 7-9.*—W.H.

The listing of a company's products in CHILDHOOD EDUCATION does not indicate that all of its products have been approved by ACEI.

MONEY. *By Benjamin Elkin. Chicago: Children's Press, Jackson Blvd. & Racine Ave., 1960. Pp. 48. $2.* Presents an interesting introduction to economics through showing how money is a tool for living. Amusing stories of barter lead to an understanding of why we use money. Kinds of money in the United States and other countries are described and the processes of banking and check-writing simply presented through picture and context. *Ages 7-9*—W.H.

THE MARCH OF TRADE. *By Frank Jupo. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960. Pp. 64. $2.95.* Describes the advance of trade from simple bartering to modern methods of trade and mass production. The author-artist indicates the way in which traders helped to expand the known world through their exploratory ventures. He gives us a glimpse of how the Stock Exchange operates and its relation to modern industry and commerce. *Ages 8-10.*—W.H.

NAILS TO NICKELS. *By Elizabeth A. Campbell. Illustrated by Leonard Weisgard. Boston: Little, Brown & Co., 34 Beacon St., 1960. Pp. 58. $3.* This volume is especially interesting for children who collect coins. The author explains the uses of money and describes many different kinds of coins and their history. Exceptionally fine illustrations. *Ages 8-10.*—W.H.

PATRICK HENRY: FIREBRAND OF THE REVOLUTION. *By Mardi Reeder Campion. Illustrated by Victor Mays. Boston: Little, Brown & Co., 34 Beacon St., 1961. Pp. 261. $3.75.* An exciting biography about a patriot known mostly for quotations from his orations. Patrick Henry did much more of importance than saying, "Give me liberty—or give me death." He is shown as a successful lawyer, one of the first Virginians to set forth the principle that "a government exists only by the consent of the governed," and the author of the famous resolutions which proclaimed Virginia's right to self-government. The author says, "He was far above all in maintaining the spirit of the American Revolution." There is not a dull page in this excellent biography. The author shows her readers no man with a halo above his head but a very human person with faults as well as many virtues. *Ages 12 up.*—H.W.

BRADY. *By Jean Fritz. Illustrated by Lynd Ward. New York: Coward-McCann, Inc., 210 Madison Ave., 1960. Pp. 223. $3.50.* Brady, a boy living in Pennsylvania in the year 1836, has a mother who believes that benevolent slavery is right and a father who is strongly against it. Brady is quite indifferent to the problem until he discovers that his father is part of the underground railroad which helps runaway slaves escape to Canada and freedom. How Brady stops being a blabbermouth when he realizes the importance of keeping a secret, the excitement of saving horses from his father's burning barn, and how Brady took his injured father's place in getting a runaway slave to the next station in the underground railroad make an interesting and exciting story. Brady deserves the words his father wrote about him in the family Bible: "On this day the barn burned and Brady Minton did a man's work." Well illustrated. *Ages 9-14.*—H.W.

Books for Adults

Editor, JAMES A. SMITH

ELEMENTARY SCHOOL STUDENT TEACHING. *3d Ed. By G. Max Wingo and Raleigh Schorling. New York: McGraw-Hill Book Co., 330 W. 42d St., 1960. Pp. 348. $6.50.* College personnel will want to know Schorling's and Wingo's classic on student teaching has been revised. The new volume maintains the flavor of the other editions by speaking directly to the student teacher. Like its predecessors, the book contains references to sound films which are correlated with the content.

The major changes in the book have been made through the addition of material in two areas: (1) relations with parents and (2) the legal aspects of the teacher's work. A final chapter on the teacher's career after student teaching adds value to the timeliness of the material.

The text is amply supplied with supplementary reading material. New pictures have been added to illustrate the text. The coverage of student teaching topics is thorough although rather general. This reviewer did not find the manila-colored pages as attractive as the white pages of the older edition.—J.A.S.

SCIENCE MATERIALS CENTER, NEW LABORATORIES IN THE CLASSROOM. *New York: Science Materials Center, 59 4th Ave., 1960. Pp. 96. $1.45.* This little book is a composite of the essays of twenty-five authorities in the field of mathematics and science. These experts summarize current problems confronting our schools and suggest hopeful trends for the future. Among the plans to implement present curricula, novel techniques such as TV teaching, the traveling science teacher program, summer training programs, science club programs, programs for the gifted and teacher training programs are discussed.

Among other provocative essays are "The Task Before Us," by Fletcher G. Watson; "The Challenge to Creativity," by J. Darrell Barnard; "The Call to Leadership," by Robert Carleton; "The National Defense Education

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Art," by Edgar Fuller and "The Emerging K-12 Science Program," by Samuel Schenbey.

Dr. Brandwein, in his essay "The Hidden Likeness," says the business of the teacher in teaching science is not to cover the material, but to uncover it. "Science," he says, "is, after all, an experience in search of meaning." This seems to be the philosophy of the book. The articles are rich in ideas for developing the scientific method and the scientific attitude in children.—J.A.S.

AUTOMATIC TEACHING: THE STATE OF THE ART. *Edited by Eugene Galenter. New York: John Wiley & Sons, Inc., 440 4th Ave., 1959. Pp. 198. $3.25.* The age of machine teaching is emerging on the educational horizon, and many basic questions are resulting from this "embryonic educational monster" which is both frustrating and challenging in nature.

The text is a compilation of papers and abstracts that were read at the first conference on the Art and Science of the Automatic Teaching of Verbal and Symbolic Skills at the University of Pennsylvania in December of 1959.

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Many educators and other interested personnel across the United States are in heated debates, trying to identify the major issues relating to machine teaching. The point of view expressed by the authors on aspects of machine teaching clearly establishes the premise that machine teaching is not so much a matter of whether this powerful force has a place in the educational process, but resolves itself around the more basic question: "How can we use this powerful force effectively in aiding our teachers and their teaching?"

The various researchers have attempted during the infancy of machine teaching extensive exploration of simple but yet basic questions relating to machine teaching. The results and efforts of these first experimentations have unfortunately, and maybe fortunately, raised additional questions which must be answered first before any definite statements may be made concerning utilitarian practices and uses of teaching machines by the classroom teacher and at the classroom level. This reviewer was favorably impressed by the unlimited possibilities that accompany machine teaching.

The major challenge that resulted from reviewing this book ended on a challenging and constructive note. That challenge, either stated or implied in each paper, was: How can machine teaching be exploited so that its usefulness to teachers and to learners on all levels of the educational ladder is maximized?

This text has made a good first move in presenting some ways machine teaching might be used.—*Reviewed by* RICHARD E. COLLIER, *Associate Professor of Elementary Education, Oklahoma State University, Stillwater.*

TEACHING THE MENTALLY RETARDED CHILD. *By Natalie Perry. New York: Columbia University Press, 2960 Broadway, 1960. Pp. 282. $6.* The term "mentally retarded" refers specifically to the *trainable* mentally retarded. Teachers of special classes for this group of children and educational administrators in school systems concerned with these classes would find this book particularly informative.

Specific attention is given to school program planning, structure and curriculum. Recommended curricular areas include physical development, self-care, self-expression, music, language, understanding the environment, crafts, and work areas. In each instance, the activities are related to present knowledge regarding the development potential of the train-

able child at three different levels: beginner, intermediate and advanced.

An area which may cause some difficult moments for those working with the retarded is parental relationships. The author gives extensive treatment to the relationship of the school, child and home. Suggestions are made for the development of initial acceptance and understanding on the part of parents, for interpreting the school program to parents and for helping the parents develop a realistic level of aspiration toward the growth of their child.

Extensive bibliographic data is included at chapter endings though no specific reference has been made to these sources in the text.—*Reviewed by* ANDREW L. SHOTICK, *Assistant Professor, Education for Exceptional Children, Syracuse University, N. Y.*

UNDERSTANDING AND TEACHING THE DEPENDENT RETARDED CHILD. *By Louis E. Rosenzweig and Julia Long. Darien, Conn.: The Educational Publishing Corp., 23 Leroy Ave., 1960. Pp. 185. $4.25.* Classes for trainable mentally retarded children are progressing at an ever increasing rate with several states making special class provisions for these children mandatory—this despite the fact that definitive research evidence regarding the development and potential of trainable mentally retarded children has just begun to appear. Furthermore, there is still a lack of agreement among professional workers concerning the type of program or programs which would most beneficially meet the needs of this group. In view of these circumstances, it is necessary that some direct guidance be available to those responsible for the organization, administration and teaching of these classes.

The authors discuss the dependent (denoting life span supervision) retarded child within the general concept of retardation and in relation to a program suggested for their development. Of particular value is the comprehensive examination of criteria utilized by others for admission of children to special classes for the trainable. Suggestions for directing the learning activities of the children in a perspective of realistic goals form a major portion of the book. The authors realize that further evidence may require modification of some material.

This book should be a fine addition to the growing professional literature in this area. —A.L.S.

SOUTHERN SCHOOLS: PROGRESS AND PROBLEMS. *By Southern Education Reporting Service. Patrick McCauley and Edward D. Ball, Eds. Nashville: Benson Printing Co., 1959. Pp. 175. $4.75.* At a time when the unquestionably urgent issue of segregation has inflamed national interest, perhaps we should remind ourselves that the South has other grave social problems, some of which are common to the nation as a whole. The quality of education is not the least of these. As citizen supporters of the newly elected administration which has committed itself to vigorous aid to education, should we not be aware of the nature of this task?

Certain facts and possible misconceptions about southern schools seem to demand attention. The growth of industry in the South has brought mixed blessings. Of all regions in the United States, the South is the most dramatically affected by the shifting of population. Already overcrowded, the schools strain to meet the bulges. The departure from the admittedly wasteful "separate schools" system will alleviate the financial and spatial problems only slightly. Somewhat tardily, the southern

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states are working feverishly to improve their schools. Yet inflation, swelling school populations and aging school plants make the struggle unequal.

An amazingly comprehensive yet concise survey of these problems is presented by the Southern Education Reporting Service. Their presentation is crisp, unbiased and to the point. Scholars should find particular value in the massive statistical presentation of data which support the text. While the casual reader might be discouraged by the format, the citizen and student who wish straightforward information about the problems will find this an invaluable volume.—*Reviewed by* WILLIAM HEINER, *Campus Coordinator of Cadet Teachers, Syracuse University, N. Y.*

SCIENCE TODAY FOR THE ELEMENTARY SCHOOL TEACHER. *By John Gabriel Navarra and Joseph Zafforoni. Evanston, Ill.: Row, Peterson & Co., 2500 Crawford Ave., 1960. Pp. 470. $6.40.* The basic purposes for the teaching of science in the elementary classrooms of today are: (1) development of functional information; (2) development of instrumental skills; (3) understanding the scientific method and (4) development of a scientific attitude. Recognizing science as an intrinsic facet of the educational program of the elementary school, the authors set about to develop these four stated objectives in a successful manner, both for teachers and for children. They operate under the premise that in a good school program, science teaching and learning starts in the kindergarten, assumes a regular place in the weekly classroom schedule of all grades, and is given the dignity of a basal subject such as reading, arithmetic and spelling.

They accomplish these goals by planning their book as a helpful guide to the classroom teacher who is attempting to bring to children the experience of joy and discovery. The book applies the "methodology" of science education to the "content" of scientific knowledge.

The book deals with the rudiments of methodology and covers such topics as: child development in relation to science, the place of science in the elementary school program and the facilities and materials for teaching elementary science. Other major areas: air, weather and aviation; space, time and the earth; matter, energy and life. The content for these areas is presented in an interesting and usable manner. Then a wealth of experiments are spelled out which teachers and children may use to discover and develop the basic concepts related to each area.

Unique to this book is the abundance of problems for the reader to carry out and suggestions for professional laboratory experiences. The inclusion of these last two items makes the book an excellent basic text for college students training to be teachers. Clever sketches, wisely-chosen life photographs, clear graphs, charts and illustrations, and excellent descriptions of classroom situations enhance the text.

The chapter, Measuring Growth in Science, is very well done. Noticeably lacking are good reference resources and bibliographies. —J.A.S.

SOCIAL STUDIES FOR THE MIDDLE GRADES. *By National Council for Social Studies. C. W. Hunnicutt, Ed. Washington, D. C.: The Council, NEA, 1201 16th St., N.W., 1960. Pp. 122. $2.25.* What do teachers of the middle grades want to know about the teaching of social studies at the onset of the space age? With this question in mind the National Council for the Social Studies made a survey across the United States. Some 500 questions were reported and categorized. A group of people were asked to author a chapter dealing with a related cluster of these questions. The result is a book of great value to middle-grade teachers.

Emphasis is put on the tremendous responsibility of teachers in the space age as they teach the social studies. An analysis is made of the world setting for which our children must be prepared to live. The chapters answer the question, "For whom are we planning our social education?"

Some chapters illustrate the contributions of other disciplines to the social studies and suggest practical ways of helping children understand other cultures. Others deal with responses of various authors to questions assigned to them.

The following titles provide the chapter headings: Teaching Through Process Units, Guiding Children's Activities, Developing Fundamental Concepts and Skills, Providing for Individual Differences, Using Materials, Resources for Teaching, Using Teaching Time to the Best Advantage, and Evaluating Progress.

The final chapter is a concluding statement by the editor. In it he has pulled together three basic strands that weave throughout the social studies program. They are (1) basic concepts, (2) significant attitudes and (3) social studies skills. He also discusses the role of the social studies in the fostering of individual creativity.

Although geared to the problems of the middle grades, this book has a great deal of material in it relevant to all teachers in that many of the problems are of a nature common to all elementary school teachers.—J.A.S.

THE ROLE OF THE SCHOOL IN AMERICAN SOCIETY. *By Vivian T. Thayer. New York: Dodd, Mead & Co., 432 4th Ave., 1960. Pp. 530. $6.* This is a comprehensive review and analysis of American history, as it shaped and influenced our educational system. Ideals and motives of the first settlers and our founding fathers are carefully examined, especially as their impact is felt on current educational issues.

A skill is employed in presenting timely educational problems, providing background facts and information for the layman and challenging to the educator. The author clearly appraises educational values and principles in view of current problems and controversy about education in the United States, their importance or detriment to the democratic ideals and objectives of this nation.

The four parts deal with the formative ideas in American education and their influence on education today; an analysis of the changes in the economic and social status of youth and its effect on school curriculum; a background for a better understanding of the development of curriculum, methods of teaching, nature of learning, and administrative structure of the school; a thorough, frank analysis of the critical issues in education today.—*Reviewed by* FRED WEIR, *Teacher, Jamesville Dewitt Elementary Schools, N. Y.*

THAT ALL MAY LEARN TO READ. *By Roy A. Kress, Ed. Syracuse, N. Y.: Syracuse University Press, 1960. Pp. 94. $2.25.* This small volume contains major addresses of prominent educators at the First Annual Reading Conference at Syracuse University, summer 1959.

These quotes give an idea of content: "Lack of proper attention to the individual needs of children is a basic cause of reading problems." (from *The Developmental Reading Program* by William D. Sheldon); "Teaching plans created in a vacuum, for no class in particular, will produce only the kind of nothingness in which they were conceived." (from *Identifying Individual Needs in the Classroom* by Marjorie Sedden Johnson); "To find one plan of class organization to be executed effectively by all teachers with all children is as difficult as finding a word to rhyme with 'orange'." (from *Directed Reading Activities: Strategy and Tactics* by Emmet Albert Betts); "Does reading diminish our chances for survival?" (from *Why Read?* by Paul A. Miller); "Word perception constitutes about half of the process of reading and is of first order chronologically in the reading situation." (from *Developing Word Perception Skills* by William Eller).

Other topics deal with reading and the "gifted" child, developing thinking abilities in children, the place of the storyteller, education and the creative reconstruction of society.

A good job in culling choice parts of the conference!—J.A.S.

SCHOOL HEALTH EDUCATION, 3d Ed. *By Delbert Oberteuffer. New York: Harper &*

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Bros., 49 E. 33d St., 1960. Pp. 547. $6. This has been revised and rewritten to embody new concepts and practices in the field of health education. Designed for college students preparing to assume responsibility in educational programs, it discusses school health, education practice including instructional, administrative, environmental and service aspects of the school health program.

"The Foundations of School Health Education" deals with the relationship of health education to general education and shows how health education has its roots in science and education. The basic problems which confront schools and education are stated and discussed.

"The Curriculum and Teaching" deals with existing patterns of health instruction. Methods of health teaching—integration, correlation and special classes—are described and discussed, with consideration of special problems of teaching and suggestions for evaluation.

"Administration, Services, and Environment" deals with problems of administrative interrelationships, disease control, mental health, nutrition and dental programs, safety, and special programs for handicapped children. Policies for personnel and community interrelationships are discussed.—*Reviewed by* RICHARD E. STULTZ, *Associate Professor of Physical Education, Syracuse University, N. Y.*

THE MENTALLY RETARDED CHILD AND HIS PARENTS. *By Stella Stillson Slaughter. New York: Harper & Bros., 49 E. 33d St., 1960. Pp. 174. $3.75.* The general accuracy and quality of material on mental retardation for parents and lay people has been improving; this volume is an example of that trend. The many adjustments and educational problems facing persons planning for the retarded are described. The author has accomplished more than a creditable job within a restricted number of pages.

Good descriptions of the children's characteristics (both educable and trainable) are provided. Evaluative material is presented simply and broadly so that parents and general educators should have little difficulty in fully comprehending the thoughts of the author. While no aspect of the problem is dealt with extensively and in detail, the majority of the facets are explained adequately with many suggestions regarding activities and possible methods of solution.

A good book for parents and teachers who have no education in this area.—*Reviewed by* G. ORVILLE JOHNSON, *Professor of Education, Syracuse University, N. Y.*

EDUCATION IN THE AGE OF SCIENCE. *By Brand Blanshard, Ed. New York: Basic Books, Inc., 59 4th Ave., 1959. Pp. 302. $4.50.* For anyone interested in the current issues in education today, this book is imperative. For the professional educator, the student or the thinking citizen this volume concisely presents the collective contribution of some of the outstanding critics and teachers who exemplify the leadership in American education philosophy.

Sidney Hook, George N. Shuster and a panel examine basic purposes of education. Arthur Bestor, John L. Childs and a panel examine the proper functions of the schools. Douglas Bush, Ernest Nagel and another panel argue the relative contributions of scientific and/or humanistic studies, while Phillipe Le Corbeiller discusses the crisis in science education. Margaret Mead labels the gap between scientists and others as one involving communications, while Warren Weaver and Fletcher G. Watson discuss the curriculum and the teacher shortage. Perceptive David Riesman discusses the milieu of the college professor with understanding and insight and Alfred North Whitehead's classic essay points up the aims of education, as applicable today as in 1916.

This is a volume which can put our personal activity once again into focus and relate it to a frame of reference. Although the arguments are sincere and presented in a scholarly manner, there are no diatribes or personal incriminations. There is a more positive tone to this easy light reading with realistic viewpoints for all to consider in meeting the everyday problems which confront us in education. A few hours with this well-edited book can provide the intellectual stimulation which one might have missed from the good books not read because of lack of time.—*Reviewed by* J. LAWRENCE HERSON, II, *School Psychologist, North Syracuse Central Schools, N. Y.*

Among the Magazines

Editor, JULIA MASON HAVEN

TEAM TEACHING FOR THE ELEMENTARY SCHOOL. *By Philip Lambert. Educational Leadership (Nov. 1960), pp. 85-8.* The experiments in team teaching among schools in various parts of the nation are causing interest and excitement, as well as questions concerning its effectiveness. These experiments are taking place in junior and senior high schools, as well as the elementary school.

Team teaching is not a new concept, Mr. Lambert points out, but one of our basic principles. Team instruction recognizes that every teacher excels in some area but not necessarily in all things. Team work frees a teacher to give greater creativity to his specialty for children.

The author points out a serious factor facing elementary teachers today—that up to 40 per cent of classroom time is spent in non-professional duties of routine clerical nature. He suggests we scrutinize this loss in terms of educational importance of the teaching process. A clerical arrangement should be made and the teachers' time used for professional purposes.

Advantages of present team teaching experiments seem to indicate that children and teachers in classrooms profit from this experience. Closer staff cooperation, security among children, more effective planning and uses of resources and materials have been noted. The real problems have centered around organization, curriculum planning, budgeting and school architecture. The number of articles being written on this topic is increasing, and no doubt some schools in your area are experimenting. We can all have a firsthand experience in evaluating the successes of these practices. Mr. Lambert suggests ways in which we might establish criteria for assessing progress.

IS EUROPEAN EDUCATION BETTER THAN OURS? *By George Gallup and Evan Hill. Saturday Evening Post (Dec. 24 & 31, 1960).* This "impartial report" was headlined on the cover of the special double issue sold the last week of 1960. A comparison of the (1) number of school hours per year, (2) hours of homework, and (3) total annual time spent on schoolwork was made of a like number of girls and boys in France, England, West Germany, Norway and the United States. Tables were developed showing total hours spent on the three areas by ten-year-olds and fourteen-year-olds.

If one carefully reads the full text of the article and all of the small print accompanying the tables on each page, the assumption may be made that children in the United States are getting an education which favorably compares to that in European schools.

The last paragraph of this report recommends six points of reform for improvement of the total quality of American education. These recommendations are not a result of this "report" but have been at the top of the list in every professional organization for several years.

It seems a questionable practice to attempt a comparison of any kind of practice—educational, professional, economic or others—among nations or institutions. Purposes and foundations of countries are rooted in different backgrounds and have varying goals. If "reports" might be made among similar types of urban, suburban and rural areas in our own nation, perhaps workable solutions might be put into effect due to such findings.

If an article of this kind, printed in a popular home magazine, can gain more rapid action in approving the recommendations, then print one every week, but *read it carefully.*

UNGRADED PRIMARY READING PROGRAM. *By Mary King Skapski. The Elementary School Journal (Oct. 1960).* It is encouraging to see this article in a sea of information being written on Space Age, Science, Machine Teaching and similar titles. Children are in need of consideration during these primary years while they get the needed experiential foundations of instruction. This is one effective way to provide for these individual needs and differences.

Grouping of children on the basis of test information, providing for the "gifted" and the slow learner, motivating all children so as to discourage the blight of underachievers and still maintain a high interest level are all considered in the article.

A healthy comment about grade placements and some interpretation of what is really meant by "achievement" is included. In reading the many publications this year concerned with curriculum, changes, new approach, new world in which we live, new era politically and

economically . . . we sometimes forget that children have had and continue to have the same problems in growth and development, learning and achieving. The frame of reference accelerates sharply at times, but we as teachers must maintain a stability in providing systematic learnings for the child in his beginning school years in order that he may develop within his lifetime the ability to meet all of the "changes" he will face in the year 2000!

WHEN WILL THEY LEARN TO WRITE? *By Marjorie Howard. Parents Magazine (March 1961).* Here is an article which should be called to the attention of all parents having children in the primary grades. Miss Howard presents in practical terms every question relating to the topic of why we use manuscript or printing for primary children—and proceeds to answer each one with clarity backed with research findings. Changes in teaching method; research on ways children develop, grow and learn; physiological changes of children; logical steps in teaching manuscript; when and how to make the transition from manuscript to cursive writing are told in simple, direct language.

One helpful suggestion made on ways parents may help children gain security and approval in writing experience was that of writing a note in manuscript to their child giving directions or suggestions.

With criticisms directed toward current handwriting practices this is a timely article for home and school use.

WHAT IS THE ROLE OF THE ELEMENTARY SCHOOL? *By Max Wingo. The National Elementary Principal (Dec. 1960).* This thought-provoking article is a "must" for all teachers. We must face the fact that we are in a new era in education and in many cases we are unprepared to assess the future. The author recommends a basic re-examination of the nature of our contemporary society and the role which formal education must play in this society. He suggests seven areas of examination: (1) fundamental services to youth—what are they, and what is the specific role of the school in providing these services; (2) are the schools doing too much? Re-examine the nature and function of the family as an institution capable of rendering services to children; (3) decline of the Home's Educational Services—where should the school supplement the home? (4) a new concept of the school's role—the school as a part of the great transformation taking place in our society; (5) facing our responsibilities—ways of strengthening the ties between home and school; (6) changes in organization and personnel within schools—what must we trim and what must we keep to give the best services to children? (7) how will we pay for what we need in the schools?

Following this same fine article there are four related articles which one will want to read: "What Shall We Teach?" by Dorris May Lee; "How Shall We Teach?" by Marshall Jameson; "Who Will We Teach?" by Robert Nash; and the practical question—"How Shall We Pay For It?" by Glen Robinson. This is one of the most helpful issues of current journals or magazines I have read for some time and recommend it to all interested in re-examination of our educational direction.

WHY WE DISAGREE. *By Mortimer Smith. Saturday Review (Jan. 21, 1961).* Mr. Smith is "cooperating" with the Council for Basic Education he states—and after that comment this article (adapted from an address given before the Higher and Professional Education Division of the Minnesota Education Association) will have to be read by any who find the time. One of Mr. Smith's major concerns is that "basic education threatens to become fashionable" and this would mean he'd be forced to seek some other outlet for his cooperation. To agree with persons involved in the educative process would destroy everything for which Mr. Smith has fought.

A phrase or sentence is dropped anywhere he pleases and taken from Conant, Hutchins, Rickover, Freud, Jefferson, N.E.A. and so on; but when he expresses a "point of view" he merely says, "a professor of education." You may or may not include Mr. Smith among your reading selections but perhaps you enjoy him in the same way one wishes to experiment with a new dish: take a dash of this, a spoon of that; add a pinch of seasoning; stir well; bring to a boil and see what happens. It may be a gourmet's delight or merely create indigestion. Try it.

LANGUAGE STUDY IN SOVIET SCHOOLS: THE STORY OF A SEARCH. *By Abraham Kreusler. The School Review (Autumn 1960).* A revolution is in process in the

United States and the Soviet Union involving the reform of foreign language teaching. The Soviet Union is attempting to teach foreign language on a mass scale to children; a similar approach is in process in the United States. The Russians are stressing the oral-aural training and retaining emphasis on reading competency. The current trend in the United States is toward mastery of the language through the emphasis on oral-aural study.

Failure to achieve satisfactory results in both countries in the past has led to the recent change of attack on the study of foreign language and one in which research is developing in many directions. That more effective, satisfactory methods of teaching and learning foreign languages are being sought at every age level is accepted among all educators and most laymen. Ways of accomplishing this study in a satisfactory and educationally sound manner are in question. Using films, recordings, seminar discussions, giving plays, corresponding with pen pals in many lands, participating in conversational and music groups are some of the new approaches. The old type textbooks with grammar dominating the teaching of foreign languages are no longer adequate: new material must be written and introduced. The next few years will give interesting information relating to all of this study of ways to teach foreign languages and the proof will be in the ability to use the languages in practical situations.

January issue of *The Educational Forum* had a good article on the same topic by Ivernia May Tyson.

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Over the Editor's Desk

Dear Readers:

This annual report consists of three parts: (1) facts; (2) the place of CHILDHOOD EDUCATION, bulletins and portfolios in the expansion program of the Childhood Education Center; (3) young children's right to childhood and what ACEI is doing about it.

I. FACTS, 1960-61

Childhood Education

9 issues—theme for each (no year's theme)

75 articles: 19 unsolicited; 50 solicited; 6 speeches

Monthly: forum recommendations from White House Conference

UN Declaration of the Rights of the Child reprinted Oct. 1960

Articles came from: Afghanistan, North Borneo, Panama, Australia, China, Liberia, Libya, West Java, United States (70 countries receive journal)

Article: Greetings from our journal given in *Australian Pre-School Quarterly,* a new publication

Articles first submitted to CHILDHOOD EDUCATION published in other journals

3 articles condensed in *Education Digest*

1 article received second mention for international understanding (Leonard Kenworthy's "Human Aspirations Are Changing Our World," Oct. 1959)

44 articles (reprint form) used for Information Service

3 articles given second printing in ACEI bulletin, *Don't Push Me!*—"Pressures To Begin Formalized Instruction Early," Helen Heffernan; "Do We Push Children?" Alice Keliher; "What Price Pressures?" Gladys Gardner Jenkins

Reviews—written by four committees (see reports, 1960 *Yearbook*)

Requests for permission to use parts or entire articles granted

Advertising space—increase over last year

104,000 copies of Oct. issue sent to branch members and other subscribers

Readership survey—6000 questionnaires sent to sampling of states. Returns: 37%

Subscriptions—special offer to *new* subscribers—$3.75 from January 15 to March 1—appeared in *Branch Exchange* issue sent to 88,000

New addressing system—labels addressed at Center and sent to printer for mailing of journal (renewals and new subscriptions mailed from Center); one staff member in charge; part-time help. Delay in receiving name plates was responsible for delay in sending renewal notices. Serious illness in the department caused delays in service.

Other Publications

3 bulletins, 1 portfolio published: *Bibliography of Books for Children, Children's Book for $1.25 or Less, Don't Push Me! and Nursery School Portfolio*

Review copies sent to newspapers, journals, organizations

Releases prepared and mailed

Sales stimulated by reviews or listings in: popular magazines and newspapers—*New York Times, McCall's, Farm Journal;* also in many educational journals

Large orders: *Don't Push me!* Ordered by Elementary Principals for kits; *Songs Children Like* (10,000, largest single order) ordered by Division of Christian Education, National Council of Churches of Christ in the U.S.A.

What Can YOU Do for Your Organization's Publications?

You can review articles from CHILDHOOD EDUCATION (or an entire issue), bulletins and portfolios for your local newspapers and for your branch members at *each meeting. Every ACE branch or member has the same potential as ACEI to make known the publications of the organization.* Remember, it was branch members who first brought CHILDHOOD EDUCATION and bulletins into existence. Also remember that these are the study materials for branch members.

II. PLACE OF PUBLICATIONS IN THE EXPANDED PROGRAM OF THE CENTER

This year I made no field trips except informal ones during vacation. I visited schools in Florida (2), Georgia (1), North Carolina (1), (See Sept. CHILDHOOD EDUCATION); Bronxville, New York (1)—one of the Play Schools—and attended the Play Schools Conference; visited informally with Dade County, Florida, ACE officers; attended an Edpress workshop.

The "field work" came to the Center. My role in the Expanded Program has been fun and varied: as photographer, note-taker and writer of children and adult visits (see CHILDHOOD EDUCATION, Oct., April), helper with exhibits, participator in workshops (Creative Dramatics), reviewer of publications to individuals, small and large groups who visited Center (families, students, exchange teachers, members of cooperating groups and branches. (See Laura Hooper's report of Expanded Program in *Branch Exchange;* also see Alberta Meyer's "News Here and There".)

CHILDHOOD EDUCATION articles, bulletins and portfolios have been placed by books, other materials, equipment and furniture exhibited at the Center. At times when classroom environments have been set up the following publications have been featured: *Space Arrangement and Beauty in School; Bibliography of Books for Children* (by the books); *Equipment and Supplies* (by the workbench); Leaflet #8, "Simple Instruments," from *Creating with Materials for Work and Play* (by the drum); *Children Can Make It* (by the puppets); and others.

A panel discussion on *Don't Push Me!*, a bulletin on good and not-so-good pressures, was tape-recorded at the Center. The executive secretary of the American Association of School Administrators, Finis Engleman, was moderator. Discussants were a pediatrician, one of the authors of *Don't Push Me!*, a nursery school director, an education consultant and a guidance director. *You* as branch members may wish to use a similiar technique. As Christine Heinig, one of the panel members, said: "Receiving a copy of *Don't Push Me!* and reading it carefully was the panel's homework before this discussion." You may wish to do this without tape-recording. You would not only have an exciting ACE study group but something that could stretch out into *years of study* in one of the areas of pressure.

Reviewing and approving reprints and outline for *Don't Push me!* was the work of the Bulletin Planning Committee (See report in ACEI 1960 *Yearbook*).

III. SUPPORTING THE FIVE-YEAR-OLDS' RIGHT TO CHILDHOOD AND ACEI's ACTION

This brings me to ACEI's stand on one of the pressures—that of "pushing" formalized instruction on five-year-olds and denying them the right to be five-year-olds.

Florine Harding, who works with branches, tells us that more and more local branches are working for rights of five-year-olds; they are working for state and public support for kindergartens.

Dorothy Vanderburg, 1960-61 fellow, in coordinating the three ACEI-NANE speeches at luncheons of AASA in San Francisco, St. Louis and Philadelphia, reports some *titles of speeches* that give us a clue for emphasis on young children: "Let's Give Them Time To *Be* Children"—Helen Heffernan; "Keeping in Step with Children" and "Small Neighborhood Schools for Young Children"—Laura Hooper; "The Young Child in Today's World"—Rebecca A. Winton. (See Alberta Meyer's "News Here and There," April issue.) These are "telling" clues which show ACEI's concern for young children.

ACEI has taken this stand:

Five-year-olds are entitled to time to *be* children. They need an understanding teacher—one who knows five-year-old needs and how they learn; one who is skilled in providing experiences that have meaning; one who is devoted to making the kindergarten program appropriate and aware that the so-called first-grade objectives are *not* to be forced upon five-year-olds; one who is able to resist pressures currently present to force five-year-olds into an academic pattern that even *some* six- and seven-year-olds cannot "take"! Kindergartens are *not* "reading kindergartens." Kindergarten children need a *broad* experience program with depth in content, yes, but no formalized instruction in the 3 R's. Kindergarten children *are* able to work with big ideas.

What action has ACEI taken?

We sent letters to those responsible for the planning and publishing of "Contemporary Issues in Education," an Educational Policies Commission, NEA and AASA publication. We agreed in general with the publication on this point: High School practices should not invade the elementary school. We took exception to the section entitled "Introduction to Reading" because its intent seemed questionable.

Besides our letters of protest to NEA's Educational Policies Commission, we gave two columns to Afton Nance's review of "Contemporary Issues in American Education" in December 1960 issue ("Bulletins and Pamphlets" section). She says: "The section on Introduction to Reading is certain to raise questions because it seems to recommend, or at least attempt to justify, teaching reading in the kindergarten. This is inconsistent with the Commission's statement on pressures and with the reading research cited as a basis for the bulletin. Appearing to have been written to reconcile opposing fields of thought, this statement on reading succeeds only in stating the opposing viewpoints. Learning to read cannot become a goal of the kindergarten without subjecting the vast majority of the children to failure. Neither pressure nor sugar-coated manipulation will hasten physical maturation. However, this section recommends that reading be taught *if* it is a goal of the kindergarten and *also* that the children be spared frustration. Kindergarten teachers are an able and devoted group, but they cannot be expected to perform both functions.

"The goals of the kindergarten should be established on the basis of sound knowledge of the physical, emotional and intellectual development of young children. Goals should not be established to meet the unrealistic and ill-founded aspirations of any group which seeks to deny children the rights and privileges of childhood."

This year's issues have much material to help teachers and others who are concerned with appropriate education for young children: The *September* issue carried an article by Kenneth Wann, "Children Want To Know." In essence he says: Young children *have* ideas and they want more information and they want to organize this information. "Many schools recognizing the need for challenge have begun to move toward an emphasis on formal reading readiness or even reading programs in the kindergarten. This does not seem to be the right response to young children's need for support in their quest for knowledge or understanding—What could be less challenging intellectually than coloring in squares or drawing lines from one picture to another in a readiness workbook according to specific directions from an adult?" What we need to do is "to answer their questions that preserve their great zest for learning—guide their attempts to put ideas together and generalize about their experiences." He concludes that adults need to provide a wealth of experiences so that children will have something from which to generalize, something about which to be curious and something about which to be zestful.

October's issue had an article entitled "Pressures To Start Formal Instruction Early," by Helen Hef-

fernan. *Again* ACEI supports the idea that what we want for children is *not* injured nervous systems and personality destroying feelings of fear, inadequacy and frustration and blocks to reading. What we want is: good literature at home and school to build *an interest* in reading; answers to children's questions about many interesting firsthand *experiences* provided at kindergarten and at home.

November's issue carried a forceful article on "Exploiting Children for Adult Entertainment and Convenience," by Mary A. Layfield. She writes that young children are under undue pressures created by thoughtless adults who care more about their own status and entertainment than children's right to childhood. She describes practices fitting in college (kindergarten graduations) but certainly not for young children! She states some teachers are stifling creativity and imagination in children by use of color books, patterns, highly organized rhythm bands, etc.

In *December* issue more emphasis was put on impressions which result in creative expression. "What is important is that children in their earliest curiosity be encouraged to explore, discover, form, invent," writes Mildred Landis. Of course, this cannot be done if we seat a young child at a table with the questionable practice of putting a pencil in his hand for *formalized* teaching of writing or a book under his nose to teach *formalized* reading.

In the *January* issue, Children Work with Ideas, David Russell says: "Even the very young have capacity to work with a wide range of ideas . . . If the teacher accepts the fact that the youngest child in school has had many experiences on which to build and is motivated by curiosity and enterprise, some planning along different lines of mental activity is in order . . . There is agreement on these points: Children may know or have hundreds or thousands of percepts, memories and concepts; they *use* them in four or five different ways: *associative thinking, convergent thinking* . . . problem-solving—the latter part of problem-solving is testing an hypothesis—such testing comes close to *critical thinking and creative thinking.* "Research studies suggest that even kindergarten children are capable of all of these five main types of thinking. Recent issues of CHILDHOOD EDUCATION and the *January* one give specific ways for providing practice in working with ideas." (i.e., "Listen the Children!" by Lucy Nulton and Lena Rexinger; "What Do We Do with Children's Ideas?" by Blanche Kent Verbeck.)

February has Neith Headley's article, "To Write or Not To Write." What are *forerunners* to formalized teaching of manuscript writing? She lists many of the eye-hand coordination practices that five-year-olds have in kindergarten; accepts their informal way of writing at *that* stage. Mind you, their names have *not* been formally taught in kindergarten. She calls this a "sign of the child's awakening awareness of a written language" but does *not* advocate teaching the child "precisely how to formulate letters or words."

In *March* you will note that we are "Looking at Practices." Laura Zirbes says that we need to appraise our practices, find out what is worthwhile and then put effort into that value. We must have day-by-day appraisal to sensitize us to values and to improve our practices—and she doesn't mean merely testing pupil achievement. Lois Smith, Appleton, Wisconsin, tells (also in March) how their schools are "organized in large blocks of time—kindergarten, primary and intermediate—thus giving us an opportunity to study a child over a period of several years before making a decision about a change in placement—a continuous progress plan." This is a practice which is worth appraising, one which has value and one in which we need to put effort—to use Laura Zirbes' words.

In April's issue, Robert J. Havighurst, in his article "Today's Children and Tomorrow's World," writes: ". . . the way to improve the nation for tomorrow is to improve the lives of its children today . . . The child is father of the man . . . The most enduring and the most essential qualities of mind and personality are founded in the early years of life . . . What kind of people make a healthy society? Tomorrow's world requires men and women who . . . can carry their own share of responsibilities, men and women who . . . see the world as a good place . . . trust their own intellectual ability . . . like to do things well . . . are creative and spontaneous . . . behave rationally and with foresight . . . tolerate uncertainty . . . have concern for the welfare of other people . . . possess broad understanding of both the physical world and the nature of man.

"How do we get more of such people? We can inculcate these qualities best *by doing a much better job of rearing young children.* Already we know enough to do a better job . . . Our task as educators is to spread knowledge we already have about formation of personality and character in children . . . Continuing study and research will reveal new knowledge to release the potentialities of children, enabling them to make a better world tomorrow."

Conclusion

One could find help on *other age levels,* on *other topics in this year's publications* (and in past years' publications). The facts come from our files of the year's work. The publications and their place in the expanded program are ideas which could be carried on elsewhere. That "elsewhere" is wherever there are children, teachers, other adults, good materials and equipment for a basic experience program.

Appreciation goes to Helen Heffernan, Editorial Board chairman, the many committees (Nursery School, Kindergarten, Primary, Intermediate and Editorial), bulletin planners and *all* who contributed to publications. We welcome Wanda Robertson, incoming chairman, and the many committees who have been at work even *before* the conference.

Happy vacation days to you!

Margaret Rasmussen

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